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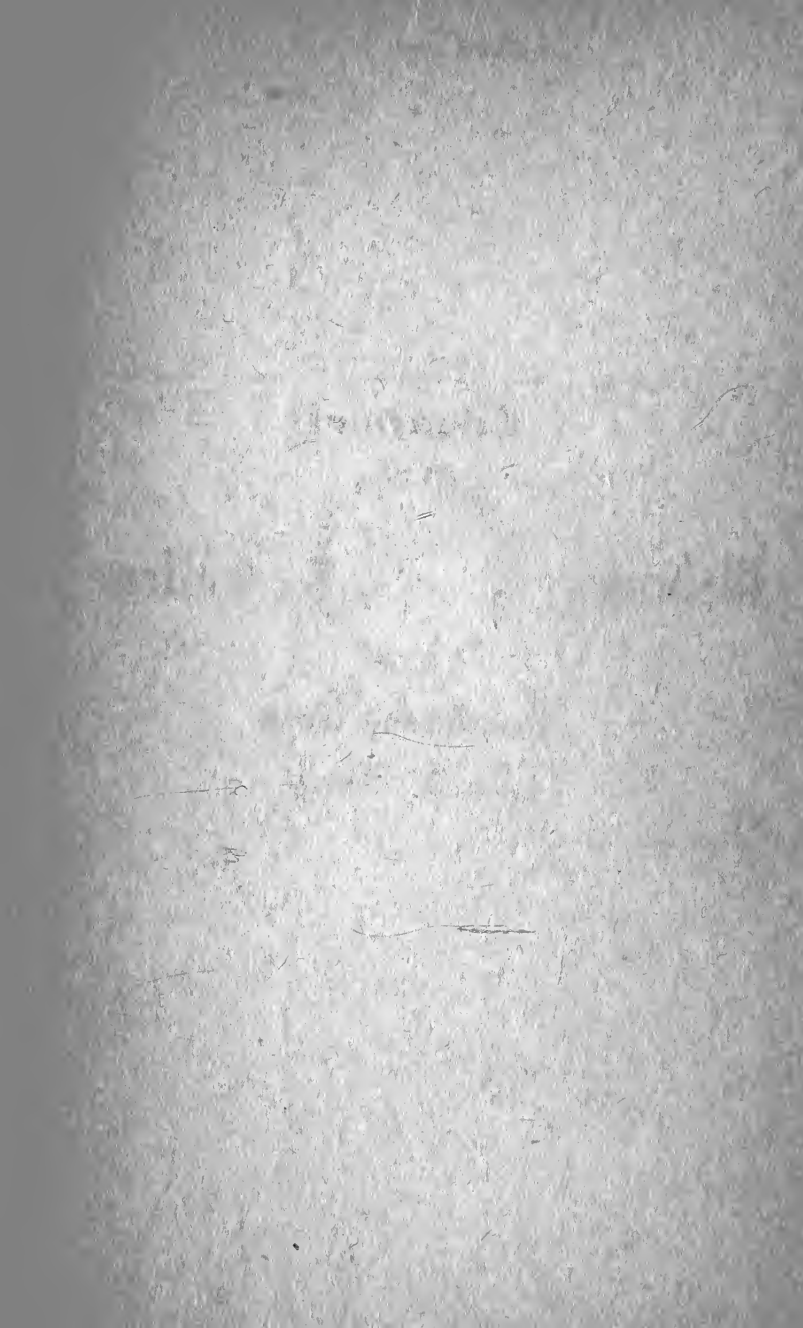
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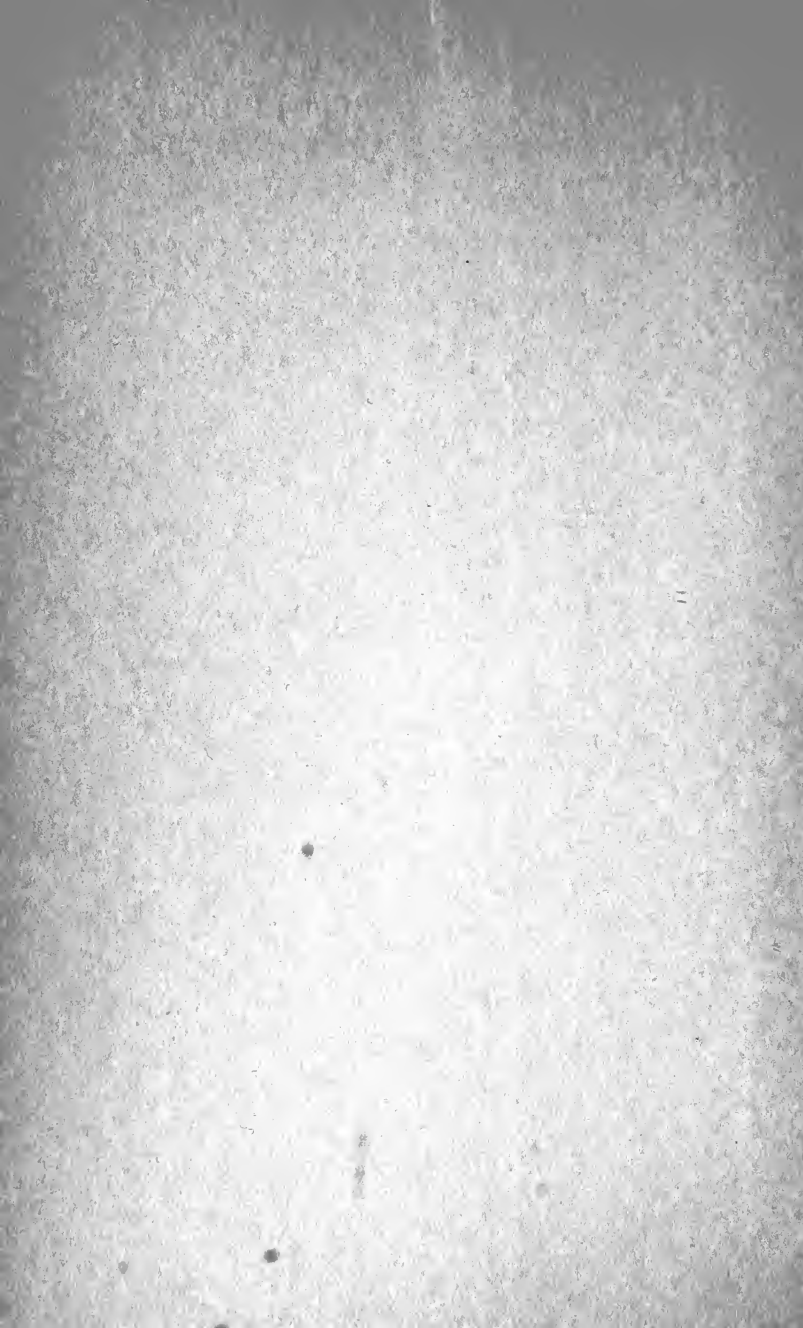
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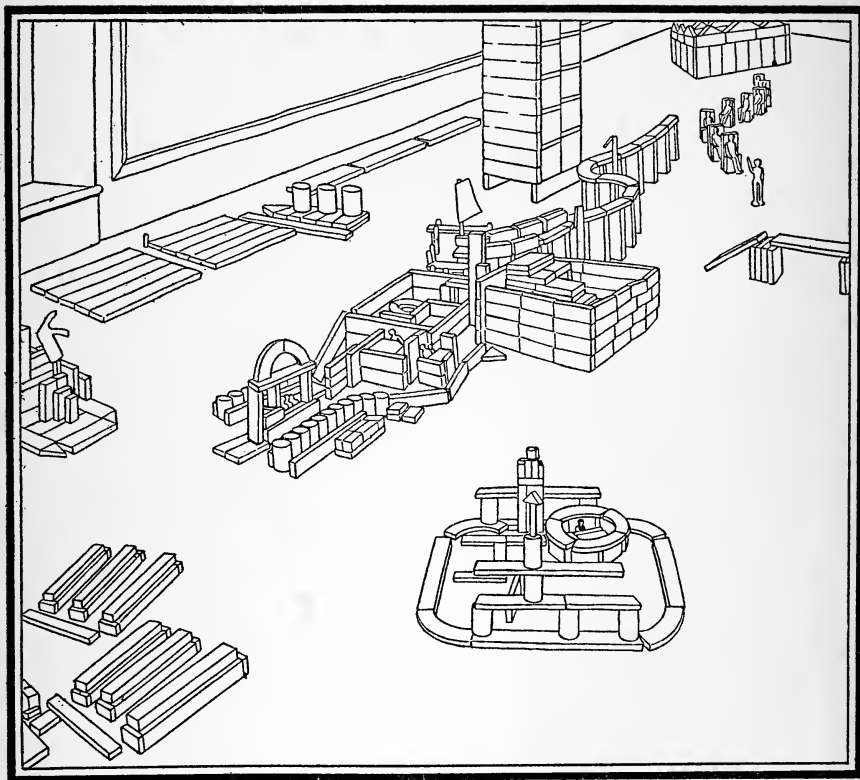
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BEFORE BOOKS





By Wilfred Jones

EXPERIMENTAL PRACTICE IN THE CITY
and COUNTRY SCHOOL

BEFORE BOOKS

CAROLINE PRATT
JESSIE STANTON

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PREFACE

In a quiet street of old New York stand The City and Country School, founded thirteen years ago by Caroline Pratt and known during the early years of its history as "The Play School." It has been one of the first among educational pioneers frankly to avow itself experimental, and to attempt a revision of school practice "from the ground up" by discarding, at the beginning of its work, all the traditional preconceptions that govern the standard practice of our schools today. In the course of its development provisions in regard to program, curriculum, and method have been adopted only as they have appeared to be justified by the school's own experience, and the situations arising within its classrooms.

To study the interests and abilities of the growing child as they are manifested, to supply an environment that, step by step, shall meet the needs of his development, stimulate his activities, and orient him in his enlarging world, and that shall at the same time afford him effective experiences in social living—this in brief has been Miss Pratt's thesis and from it, through successive years of trial and error, she and her co-workers have built up the experimental practice that she discusses in the following pages, and that is pictured in detail by the various school records, two of which, Miss Jessie Stanton's records of her four and six-year-old classes presents the objective material of this initial study.

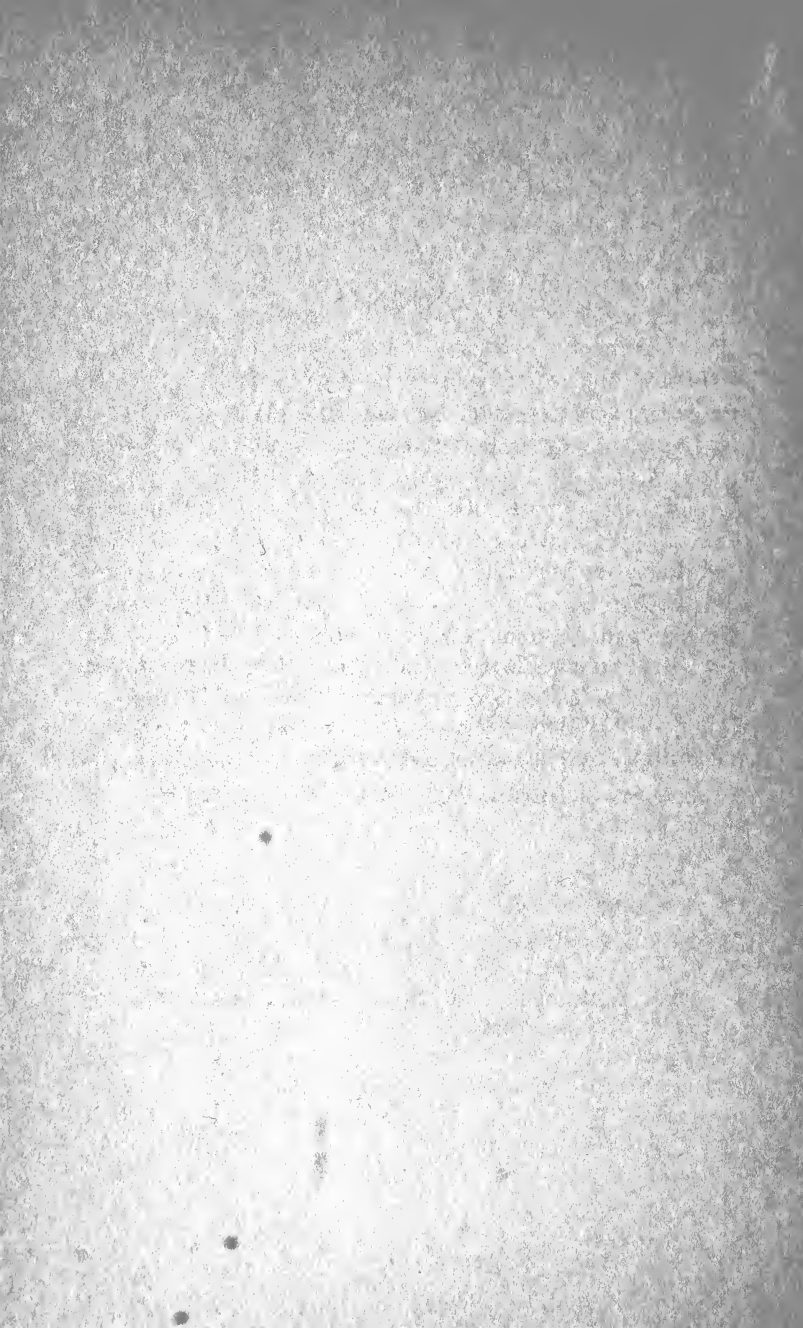
These school records, written by the classroom teachers from copious daily notes, are organized according to a plan that has been adopted after much painstaking study and co-operative effort on the part of the school staff. They are in themselves experimental. Their publication invites criticism and suggestions in matters of form as well as of content. Indeed, as Miss Pratt has stated, the purpose of the school in publishing its records is to secure discussion of them, and of the school procedure pictured by them.

To those readers to whom the story of The City and Country School is as yet unknown, the following details will be of interest. Miss Pratt began her experiment in 1913 with a small group of children of pre-school age gathered from various homes in the neighborhood. During the early years of its development the experiment was maintained through the generosity of a few private donors. In the beginning tuition was entirely free, but parents who were interested and able to do so, from time to time contributed to the school funds. Recently, at the request of the parents, tuition fees were adopted, but at the same time it was agreed that a large percentage of scholarship pupils should at all times be enrolled. In this way the school's original purpose, to serve children who would normally be found in the city's public schools, has been preserved, at the same time that its growing reputation has attracted many parents whose children would otherwise have been sent to private schools.

The name first given it, "The Play School," reflects a special interest of the founder, her original inquiry into the educational possibilities of children's play and its place in school procedure. As the experiment progressed, however, and older classes began to be included, the children

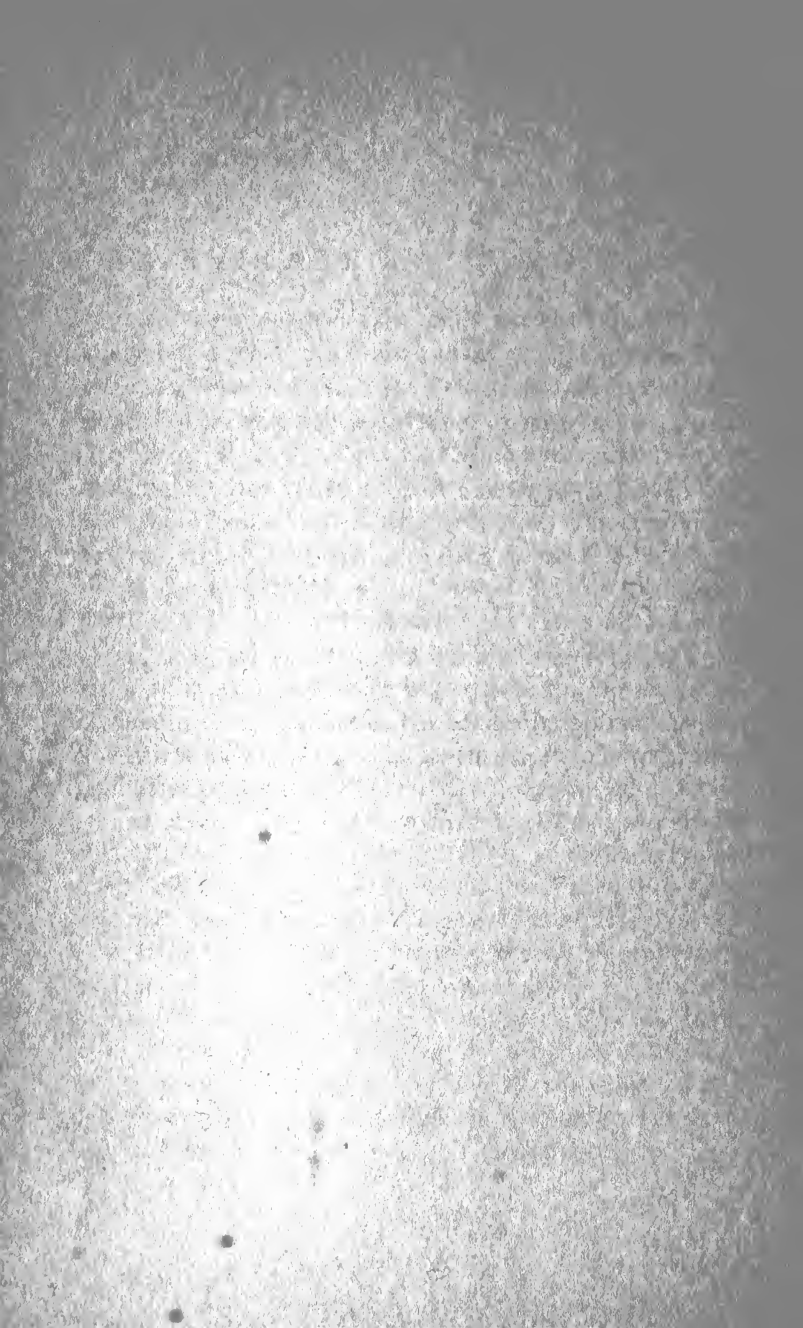
protested vigorously against this name, and it was changed to "The City and Country School" at a period when a school vacation farm was maintained as part of the experiment. Though somewhat incongruous today when its application is limited to the city plant, this second name has become so identified with the experiment as to make the wisdom of any further change seem questionable.

In addition to its primary purpose the development of an experimental practice, The City and Country School has for some years co-operated with the Bureau of Educational Experiments, affording the research staff of that organization opportunities for observations and measurements of normal children who are developing in an environment particularly favorable to health and spontaneity. Results of these studies are published from time to time by the Bureau of Educational Experiments, and there has been no attempt to include them in the following pages. The school and its staff have at all times remained responsible for their own experiment and the scope of the present volume is limited to their specific problems of experimental practice.



CONTENTS

	PAGE
PREFACE	vii
PEDAGOGY AS A CREATIVE ART, <i>Caroline Pratt</i>	1
ORGANIZATION OF THE RECORDS	27
RECORD OF GROUP FOUR, 1920-1921, <i>Jessie Stanton</i> .	28
October	30
January	45
February	70
May	97
APPENDIX TO RECORD OF GROUP FOUR	137
A. Program. B. The class. C. The staff.	
D. Buildings. E. Space and furnishing.	
F. Materials used.	
HEADINGS FOR RECORD OF GROUP SIX	140
RECORD OF GROUP SIX, 1923-1924, <i>Jessie Stanton</i> .	140
October	141
January	199
April	251
Original Stories	304
APPENDIX TO RECORD OF GROUP SIX	337
A. Program. B. The class. C. The staff.	
D. Buildings. E. Space and furnishings.	
F. Materials used.	
INDEX	341



PEDAGOGY AS A CREATIVE ART

Creative artists are quite as much interested in what their materials do to them as in what they do to or with their materials. Each time they produce they study the product in relation to themselves and not as a thing in itself. The study of himself in relation to his product is what seems to keep the creative artist true to his purpose. He becomes his own critic. He keeps himself aloof from his forms and undominated by them. His forms are in constant flux. He himself is not fully conscious of his theme or purpose. He is possessed by something which it is his purpose to allow to come through, but just how to do it or even just what it will be when it flowers he is not able to predict. Perhaps his sole object is to produce a combination of the elements he is working with which will prove to be beautiful. Or possibly he projects something which more nearly corresponds to an idea than we are ready to admit when we use the word "beautiful." He may work with forms which will center the attention upon a road lost in the distance of his picture but unending and suggesting the idea of eternity or offering the allurements of travel. It doesn't make much difference to the creative artist what others get from his production, he will assure you, for it has accomplished its purpose in releasing him but he hopes that it will find someone in whom will be produced an emotion not unlike his own while producing.

The greatest tribute that can be paid an artist is the

induction of others into the field of art production. And yet creative artists are not apt to advise others to come into their field both because of their own proneness to become lost in and intrigued by their own forms and because the world is limited in its appreciation of art production. The world pretty well Tom Sawyers creative artists out of existence. It insistently demands that they make themselves understood. It places little responsibility upon itself to be able to understand. These are the two things which serve to unbalance the artist and swerve him from his purpose: the fact that nature seeks the easiest way, the beaten track, and he has to fight this in himself, as well as what amounts to the same thing in others; that they demand he go the beaten way in order that they may the more easily understand him. To adventure, to explore, lies dormant in all living things, but also there is the tendency to take the beaten track set up outside of ourselves. The fixation of habits and the establishment of the general habit of keeping the road open to new ventures seem to be in eternal conflict.

The creative artist declares that it is impossible for him to start off with a complete idea of what he is going to do with his material. He has a general idea and attacks his material with this general conception in mind. But the thing which is produced is as far beyond what he intended as he is himself beyond an artisan. An artisan works to a logical conception but the creative artist works to something beyond logic, something which cannot be reduced to logic. Whether the object produced is a picture or a musical motif it is projected by him in such form that he can study it. It becomes an objective for

him. He picks up what he can get out of it and again attacks his material. But in the meantime the material has done something to him. He is not the same man who attacked the former material. He has been on a voyage of discovery and what he has found has changed him. As a changed organism he cannot produce the same object a second time. He is never more than partially successful and hence his disposition is to show his products only to get criticism on them. Other people's reactions to his productions serve to stimulate him to new efforts. But he loses his interest in his production as soon as he has carried it as far as he can. It is never complete, never to him anything but a sketch. His experimenting and study is concerned with forms. He starts out with an idea to be sure but it is an idea which he needs to clarify through his method of dealing with it. He is dominated by a desire to clarify this idea for *himself*. It is incidental to his purpose to clarify it for others. He works through formulations. Sometimes he is dominated for years by formulations which yield little to him but he has had to continue working with them until he proved their worth or worthlessness.

Such a method is a method of thinking. It is in opposition to the logical method in so far as the latter claims to be able to set up the whole proposition before work begins. Because the artist is interested in himself as a creator he distrusts these complete formulations. Being an organism means something to him. He trusts in the organism to bring to light something which no single part of him could take cognizance of until it became projected for study.

This new method of thinking, or I should like to say thinking about thinking, has had many names applied to it. The dramatist speaks of it as expressionism, the plastic artist speaks of it sometimes as expressionism and sometimes as impressionism.

All creative artists have always used this method presumably but they are just becoming conscious of it and beginning to analyze it and sustain it. What is more interesting still is that science or to speak more explicitly psychology is beginning to support it as against the logical method of thought. The psychologist in discovering patterns produced by organisms has admitted a new way of thinking about thinking. Pattern forms are what artists have been working on since the first one began to work but no one has been willing to give them credit for thinking. In fact they have not understood themselves in relation to their products. Often they have set themselves apart and described themselves as an instrument through which some power has worked. The use of the term "genius" still carries something of this connotation.

It isn't altogether beside the point to think of a great artist as an instrument. But it is an instrument that plays itself whether consciously or unconsciously. Art comes through an organism and the finer and more complete the possibility of organization, the finer and more complete will be the possible production. "Logical" thinking has expressed itself particularly in language with the emphasis on what one expressed rather than on the form of expression. It is now just beginning to be realized that even such language expression contains form or

pattern and that this form tells something to one accustomed to its expression.

The idea that a full formulation can be made before one begins to carry out the final form, side-tracks the interest of the performer and places his attention on the first formulation. This on the face of it is not a creative method of work. Perhaps social formulation has suffered from this method more than any of the individual art forms. A member of a social group showing ability to formulate would tend to be set aside in the group for this purpose. His first training in collective formulation has been in something through which he has himself worked with others. Contributing more to this particular part of the plan than others he is apt to be set aside as an "executive" person and given the job of formulating. If he works through each of his jobs in the same way he worked on the first, which is humanly impossible, he will remain in the creative process. Dubbed an executive by society however, he thinks of himself as a form maker and hands out paper formulations to those who work under him and carry out his formulations. Such a man is damning to any social enterprise. He takes the enterprise out of the creative field both by grabbing the formulating for himself and centering his own mind upon the form away from the purpose and by taking away the possibility of formulating from those who are more actively in touch with the process.

The new type of school which is coming into existence is I believe drawing to it and helping to produce a new type of teacher. I hesitate to designate her as I should

like to as an artist in pedagogical composition and yet that is what she is. "Pedagogy," and all its connotations, is in such bad repute that one hesitates to use it and yet there is no word which takes its place. "Education" is applied in too wide a field to express what pedagogy has always meant, the education of the young. In using the word pedagogy one is confronted with the necessity of terming the teacher a pedagogue and it will take years to make any of us willing to submit to that! We are sufficiently set aside by being in the pedagogical game at all without adding to our opprobrium by the use of a term so essentially ugly and so misused and abused. But what of a new pedagogy? It isn't I think a question of re-establishing ourselves but one of establishing ourselves for the first time. It is to distinguish between the old conception of the "art of teaching" and this new way of thinking of pedagogy that I am using the term "creative art." Always so-called pedagogy or "teaching" has regarded the pupil as a product. But because we are dealing with a human being who is to become an artist, a producer himself, we cannot regard him as a product. We may influence him but we cannot produce him. Whether or not this is true it is hardly worth while to become controversial about it. It is much more to the purpose and simplifies our conception of the pedagogical field to regard its materials as the things which are more or less external to the children. What goes on inside them yields to their own manipulation more readily than to ours.

Our pedagogical compositions are to be produced by playing largely with forms or sets or in the old dramatic terminology the scenery and stage upon which we shall

work out our lives together with those of the children. Our pedagogy will be concerned with such things as whether or not desks fastened to the floor, to use a familiar illustration, are forms consistent with the enlarging purposes of the children, whether their materials shall be doled out to them piecemeal or whether they shall feel free to get them themselves. How far we shall push our ideas of order upon them, just when they as individuals or a group are ready for certain short-cut processes, when they are ready to be taught in other words such things as correct shop practices, how to use tools in modelling, scientific principles or the multiplication table. What line of or when certain information will prove stimulating to their interests. All this is pedagogy or perhaps we might be allowed the term practical psychology for certainly such pedagogy presupposes both an intensive study of the behavior of the children as well as the application of means to end.

Pedagogy seems to me to mean helping children to get what they intrinsically need, what they need as evidenced by their behavior in the growth process. It means setting up and discarding forms through which the children and teacher can together realize their fundamental needs. In this new pedagogy signs of stagnation are watched for with the greatest care. When a teacher finds herself closely repeating a form over a long period she learns to be suspicious and watches the children for such signs as diminishing interest or interest centering in the formulations set up. Inordinate interest in activity to which they have become habituated is always present to be dealt with. Sometimes these habits have become strong be-

cause the child has not had sufficient opportunity in many different directions and has set up his own habits in a narrow field. Or useless habits may have been foisted upon a child by various means. All the mathematical short-cuts taught in the usual way of schools, that is, without relation to the use, dominate children so that they cannot think in the presence of written problems. They may have the mechanical forms clearly in mind but cannot apply the right form to the problem to be solved. Working the forms out while using the materials, having a hand in the formulations clears the atmosphere in a surprising way. Compare the actual making of a toy steam boiler and experimenting with forms for finding its cubical contents on the spot as an introduction to "cubic measure," with having a teacher present cubic measure as a worked-out form. Such handling of mathematics as the former secures a confidence and regard in the individual as a creator of new forms and processes. He learns to think of himself as an inventor, a discoverer in an unlimited field. He learns to open his arms and eyes to opportunity, to seek it and recognize it.

It is possible for the artist teacher to record what has gone on in his group. Inadvertently one gets his activity and that of the children in terms of motor living, but his object in recording is to project something for study, something which will help him to check his own and the children's activities which have taken on certain forms. Just in so far as these are formulations and in so far as he is experienced in seeing them he learns to record what are significant or typical. These records are important to him only as a means of making him more cognizant of what

is happening. It is in this way that the artist teacher follows the method of the individual artist. The teacher's method of work is the same but the field is quite different. While the artist's field is largely individual the teacher's is social, for the latter is contributing to the art of collective living. While the individual artist studies his own forms and purposes the social artist studies his own in relationship to others. The real production however is not the paper one but the school one. If this conception of the artist teacher and the school, which he together with others of his kind produce, can be maintained, surely pedagogy will become a recognized and important field of art.

Glancing back over the past what wonder is it that, originating in a place set apart from life, the monastery, schools should have dealt always with that which is artificial. The children have been sent to schools to learn something which the home found it difficult to teach, they have supplemented the life of the home. Schools are therefore the outgrowth of an economic attitude towards living. They have come into existence in order to save. Until recently they have not been thought of as a part of life.

As an economic institution to care for non-producing individuals the school's keynote has been economy and this taken together with the habit of thinking of school as supplementing the home has produced a school procedure which takes into account little else than learning to read and write and use figures.

Into such a set-up come ever new teachers keeping the institution going, an institution bound to produce only

damaged goods. Teachers still lead the artificial lives of the monastery—what wonder is it that they are socially ostracized? They have little more to contribute either to the joy or the business of living than has the man who spends his eight or ten hours a day punching holes in the end of a tiny bit of steel which will become a needle when it finishes its passage through the required number of hands.

Yet, it is to the teacher that we must look to make pedagogy recognizable as a field of art. Not to the school principal nor the superintendent nor yet the educational psychologist but to the person who comes in close contact with the children day by day. The person who learns about his materials from working with them just as the plastic artist does. The person who actually sets up and helps to destroy the forms through which he works. Others may aid by pointing up the significance of the findings but he has to learn to depend upon himself principally for this because in most cases he must act quickly and in relation to a situation.

But every artist teacher will reply to this by stating the most poignant thing to him, the thing which he has to meet daily: that we already have in every school a system which does not permit of the creative artist's method of work. Every school has school officials behind it, a series of them, who never come in contact with the children. Many of them never have had anything to do with the younger ones. There is no opportunity for these officials to get into the teaching game except by means of general criticism and by means of paper formulations. Their contributions usually amount to criticism

of the discipline of the school and the handing out of courses of study. Here and there is a principal or a superintendent who considers his job to be one of helping and backing the teachers and with these there is some leeway for the artist teacher to use his pedagogy. Because of the necessity of meeting certain requirements in order that the children may "make" the next grade, however, he soon finds an unwillingness in himself to work within the limits set. All this is good training for if he doesn't learn as much about children as he would like he learns something of the limitations of educational institutions as they are. It is upon these teachers that the hope for the new type of pedagogy must depend. They are the rebels against our institutional methods. At present they are isolated, discouraged and lonely in a vast social enterprise. The artist in them makes it impossible for them to get satisfaction out of external things, things unrelated to themselves. They want to work in the materials they are fitted for. Other teachers seek the movies, the dance hall, the libraries, the theatre to offset the mechanical grind of the school room. But these artist teachers are too much alive to be willing to sit down and be entertained cheaply after a day or a week of hammering the multiplication tables into rebellious skulls. The only hope at present lies in attaching themselves to an experiment already started or in getting children together and starting a new experiment. The experimental school is not the final solution of the school question, however, any more than a single experiment in an industrial plant can solve the problem of industry. It can only point a way, illustrate a method by means of which the schools can come

into their own, can become of value as social enterprises.

Comparing such records as are here presented for study with the procedure of the academic school, one cannot but be struck with the way the basic principle of democracy as we have been taught to think of it as expressed in the words *freedom of opportunity* is here carried out. The most frequent expression of appreciation which one gets from visitors to our school is of this quality in such terms as "What might I not have been had I begun life under such circumstances," or "I should like to begin over again" and even whimsically "Is not there room for me in the school?"

One need but turn to his own past experience to get a contrasting picture to the six-year-old record here presented. Most of us can remember the joy with which we approached the new experience of *going to school* at four, five or six as the case may have been. How proud we were to be assigned a desk. We were easily satisfied at first. But gradually the fifteen minute recess period began to loom large in the horizon and the noon release and the final closing of school became obsessions. We learned to sit still and to dispose of what was handed out to us in our own individual way. Some of us learned to read and write quickly and found satisfaction in books. Others learned to manipulate figures and found satisfaction in making combinations of these which may or may not have meant anything to us. Those who came a little later than my early period found the schools introducing materials for handwork and got some satisfaction from these. But I question whether any one was really satisfied. The things that I remember as a child are the

long roving in the woods on Saturdays, the farm where I spent a brief period every summer, the village "baby hole" where the boys learned to swim and which I was allowed to visit properly guarded when it wasn't in use, the times when some child broke the school monotony by crawling under the desks, the yielding to the earnest pleading of a companion to play hookey, the dramatic play we carried on in the "back yard." These were the times I lived during my childhood.

Few adults have the courage to visit schools but I think they would find little real difference between them and those they attended. The intrinsic idleness of mind and body is just as apparent as ever. The whole school period may be shortened a trifle, the recess period may be five minutes longer, there may be more handwork but just as it has always been the children begin to live when they make their escape from school. If they are living in a village they are getting much the same sort of satisfaction that most of us did who went to school from twenty-five to fifty years ago but if they are living in a city or even in a suburb one feels inclined to call on the gods to help them.

I think one will find few traces of the artisan teacher in Miss Stanton's record. She is unique in having no teaching experience to break down. She has never been dominated by courses of study. She has not had to teach children to read and write at six. By common consent she has been left in a position to seek criticism when she needs it and where she can find it. She has set up her own pedagogical forms and is free to destroy them at will. On the very first page of her record what she regards as

important comes out in dramatic form. She has set the stage for the play of the "Little Gray Pony" and for "Spot." She enters the play when she thinks it necessary and retires when her point is gained. In every case her object is to have the children substitute their forms for hers or to work on their own forms so far as they will. She is willing to take such assurances as "Richard told me he was 'really a little scared' when Celia or the black cat 'spitted' at him" as proof that Richard for one was getting something out of the experience and that this experience was real. Under "Fourth Week" is found how one child's suggestion to play the "Fog Boat Story" was followed up and how the play materials were used under Miss Stanton's suggested formulations to make what technically might be called a map. Begun here, this floor play is found to be going on all the year. Referring back to the four-year-old record one may assume that these children began their floor play with just such materials at four, and indeed those who were in the school at three played with such materials too. They have gradually learned to use adaptable materials to carry out their own purposes. Somewhere between four and six children get the idea and the desire to "play real" along with an ability to observe and a technique to make their productions take the form of the things they observe. Miss Stanton recognizes the manifestation as an opportunity to help the children to orient themselves further in their environment. She knows that "orientation" has its own way of expressing itself. It includes finding one's way, and picturing oneself finding one's way. This picturing is done first through playing with floor schemes

laid true to the points of the compass and later representing or making a picture of a trip where the children found their own way.

Turning to page 29 one finds under *Organization of Information* the subheading *Trips*. The relation of the two headings is intended to suggest that the main reason for "making" trips is to help the children organize their facts. There is no doubt that to children whose tendency to act has not been perverted, related facts are stimulating to new or enlarging purposes. They begin to build and they build true as far as they know their facts. When these fail them they improvise in relation to what they have done and often this information comes close to reality. At any rate the supposed facts are there to be verified or rejected when the next chance offers itself.

In order to understand the record the reader must get the relationships which the teacher is keeping in mind. One must not confuse such fundamental relationships which occur in experiencing with what is termed correlation. The usual attempt to correlate subject matter is apt to force artificial *relationships* where they do not exist. I hope our records show that a program based on experiencing is a very different matter from a correlated subject matter program. For example, trips may serve either a "correlated" program or an "experiencing" one. The difference is real but subtle. Our seven-year-old¹ program, the making of a play city, has grown out of the children's own experiencing with blocks and other adaptable materials. They have built up a common body of

¹ See "Experimental Practice in the City and Country School."

information to work with. In part the mere going on a trip is a vital experience. Finding their way, using the common carriers, even traversing the streets are vital to children, but when they merely look on at others' activities such as go on in a factory, the experience is vicarious and becomes vital to them only as they make use of it in their play or work. One must make as clear a distinction as possible between what is essentially vital and what is essentially vicarious and diagnose the tendency of the individual children in relation to these two types of experience.

In discussing these programs of younger children it is not needful that we should decide what an experience is to adults nor yet to children older than eight or nine because the child's growth process is mainly manifest in his overt behavior. There is a reference on page 142 to "Edna" who "appealed to me constantly" etc. No person who is having a vital experience essential to his growth has time to appeal constantly to someone else and as a disturbing element to others happily employed Miss Stanton withdraws the disturber. When Edna returns she goes to work quietly and judging from her behavior comes close to having an experience of her own in building a sailboat. This episode might be taken as a typical experience of a young child. I think the paragraph under Fourth Week page 142 beginning "When the other children came back" shows a whole group experiencing. While their facts seem in this instance to have come out of a story read to them the part the story has played has been to help them to organize their own experience, experiences in sound and plastic materials as well as material facts,

for all these facts are already a part of them through their observation as well as through former experiencing.

I am tempted to quote this paragraph together with the two following it as an example of experiencing which is outstanding as a picture. One gets a beautiful picture of children alive, watchful, drawn together by a common childish purpose using all their faculties to promote the purpose. It is art in the living, an organized experience of a bit of human life. Miss Stanton has projected here something real and intrinsically beautiful:

“When the other children came back from cooking the room was full of the sound of fog whistles, and they entered into the spirit of the play and began helping at once. As Meta was the only child who was not very familiar with the story I asked her to make a bell buoy. She made a mound of blocks and Sonia cut a big bell for her out of paper. She attached this with a thumb tack and moved it back and forth as she sang, ‘Ding, Dong! Ding, Dong!’ I brought in a small bench from the hall to use as a tug. Sonia seized this and, with blocks and colored cubes, soon made a satisfactory boat out of it.

“Fred took charge of the pilot boat, as Faith had to steer the ocean liner down to the bay. The chief difficulty lay in the fact that the ocean liner could not be moved. The children decided to pretend that it was moving. Sonia asked for a rope and tied this to the liner. Faith climbed abroad and was about to start when she realized that the boat had no captain. Richard and Celia stuck their heads out from under a table (the hold of the ship), and said they had to run the engines, so I persuaded Florence to leave the boat she was building

and save the situation. She anchored her boat in the bay when she left it. I put out the electric light which had been burning in the room and this added a final touch of realism as the play began.

"Faith blew the fog horn on the liner which said 'Toot, toot, 'tis I!' Richard objected to this almost with tears, so we gave Faith a rope which connected with the engine, and when she pulled Richard whistled. Each child in turn sounded the whistle belonging to his own boat. The pilot finally left the liner, and its whistle was blown more and more faintly as it disappeared in the ocean."

The term *habit formation* covers a multitude of pedagogical sins. Some great person has said that character is merely a bundle of habits and a lazy pedagogy has accepted this and built upon it a structure which still resists every onslaught.

It is discouraging indeed when educational psychology appears, to have it take the same old viewpoint. I have never yet seen evidenced amongst these laboratory experimenters a recognition of the fundamental fact that the human animal is a seeking organism bent upon its own preservation in common with all other living things, much less that this seeking quality is something to be preserved above all else. Habit formation or the training in special abilities sets aside this seeking quality and substitutes mechanical forms through which individuals tend to become standardized. What the organism needs is opportunity and the business of pedagogy is to provide opportunity for the organism to establish itself. This opportunity lies in the environments of the children wherever they happen to be. It cannot be elsewhere. The

assumption of the schools that children can only understand their own environment by approaching it from environments foreign to their own experiences is putting all the carts in the world before all the horses and confusing the horse and cart relation beyond redemption.

Opportunity, if the organism makes use of it, contains its own training. Turning at random to the six-year-old record, training is implied in all the activities. Beginning with page 141 the whole experiencing under the heading *Play with Big Materials* implies successful handling of materials, training in waiting to take one's part, training in use of body and its parts to express a thought, persistency, training in use of voice, attention to details, accuracy in sequence of details. The teachers' attitude toward training is one of discovery of weakness in training on the part of individuals and the supplying of opportunities to strengthen or correct tendencies during the process.¹

In *Practical Activities* on page 162 more specific training is discoverable. The activities are seemingly more detached but a closer analysis shows the shop and bench work, the cooking and even the music related closely to the class room activities. Training in accuracy, in persistence, in concentration are manifest. In setting up a shop or a kitchen for cooking or a music room it is assumed that the children come into a particularized set-up where standards prevail, adjustable standards fitting to both a group age and to the needs of individuals. The individual child who seeks these set-ups is groping about

¹ Miss Stanton in her description of these activities accounts for all the children each time so that the picture is complete.

for the standards of these particular realities. The pedagogy of the teacher is to be found in how far he is able to recognize these gropings amongst the materials he has provided and give the child the help he needs to establish his own standards.

Under the heading *Special Training* is provided a place where special things that might escape attention may be pulled out for reinforcement. Under *Play and Practical Activities* for example children might always use language as a useful medium of expression without much attention to language as an art. Also under the subheading *Language* there is a recognition of the necessity for getting ready for a new experience and at the same time clearing up and clinching what the past in language has meant. Contrary to the usual custom reading is not taught to six-year-old children in our school. As our published seven-year-old record shows, an intensive experience in learning to read and write is given at seven years of age. It is the business of the six-year-olds' teacher to see that her children go to this new experience with symbols, with as clear an understanding of what language is and its possibilities as a six-year-old is capable of. They have had experience with it as an instrument of communication and as a means of expression in pleasing forms. They are ready to analyze as Miss Stanton shows. They do not know it but they are getting something which will be termed later, grammar, as well as phonetics through her treatment of language.

This assumption, that an analysis of language would be profitable to the children before being exposed to the language symbols, has been tried out for two or three

years, each year with a bit more elaboration. We do not feel that we have done all that can be done but there is no doubt that the six-year-olds' teachers have sent children better prepared for reading because of this effort. Last year for example out of a class of fifteen, five children who had not had any reading whatever heretofore were fourth grade readers by the end of the year, two were third grade, four were second, two were first. Of the two left one had learned to read before she entered the class and the other was hopelessly retarded because of an eye difficulty which we were late in discovering.

At first it was thought to be impossible to teach phonetics apart from the symbols but it soon developed that it was not only possible but the children were interested in analyzing the medium they had been using for several years. It was discovered that the children did not know in some cases what was meant by a word. Only confusion could result to such a child introduced to an entirely new set of symbols before he had had any analysis of language. Besides, interesting work in enunciation and a finer training in the use of the language mechanism, may result from this beginning.

Our number work is all in the direction of clearing individual difficulties before the children are introduced to symbols. I think Miss Stanton shows that she knows about where each child is in his conception of number and has a goal in technique for each. The translation of what they know into written form is a fairly simple matter. As a result of this method we are becoming more and more ready to say that we do not have children to whom later, mathematics is impossible. Some may be

uninterested but when presented with a certain definite thing which has to be done before they can do the next thing, such as enter a new school, they can turn their attention to *the job* and do distinguished work.

We have placed *Music* and *Rhythms* under *Special Training* because they are experiences set up independently of the *Play and Practical Experiences* though they become more and more closely related to the program as dramatics develop in the older classes. In order to get the most out of the dramatics of the later periods which become the chief spontaneous play experience, music and rhythms should have become fairly well developed techniques. But these activities have not merely a "getting ready" value in the program, they contribute to the play and practical activities as well. Furthermore these particular play activities satisfy a muscular demand for rhythmic expression. Out of the rhythms one can see better big muscle coordination and satisfaction and out of the use of the voice greater fine muscle coordination and satisfaction.

Orientation is placed under *Special Training* in order to secure it as a thing in itself, but it appears as well under the *Play and Practical Experiences*. We consider orientation a technique of geography. In order to clear the way for the understanding of the distant and the past it is necessary for a person first to be oriented in the present to establish a habit of knowing where he is, and second to be able to transfer himself to a map. That this habit can be established so young as six is in the nature of a discovery on our part, I believe.

The new pedagogy treats æsthetics in a way quite different from the old pedagogy. Both the old pedagogy and the new analyze each of the forms of æsthetics so far as they understand it into something which they call its elements. Music analyzed into pitch and rhythm will serve as well as any other as an example. After its analysis the procedure of the old pedagogy is to teach the children rhythm and pitch. The simplest form of rhythm, perhaps a march is selected and the children are lined up and taught to step in time to the march music. All the children must hear the beat which the teacher makes dominant. They are taught to follow the rhythm with their hands in exercises the chief purpose of which is to get the children to recognize the beat. The test of the children's sensitiveness to rhythm is in whether or not they respond to the beat the teacher is emphasizing. The real old fashioned pedagogue bent upon making over children to fit his mold doesn't care what he does to the music by this method and finally what he does to the children in relation to the subtleties of musical composition. Such a method is murderous to art. Furthermore the children get no idea of the essence of music by such a method. Music is not a combination of rhythm and pitch and other elements. Its quality lies in the fundamental relationship of these elements and persons listening to music whether children or adults are concerned first and foremost with the relationship. They must get it as a whole and to have a better understanding of it analyze it into its parts at a later stage. This is what the new pedagogy tries to do for the children. It watches for evidence of

a recognition of rhythm or pitch. One is as welcome as the other. There is no effort to make all respond to a certain conception of the music held by the teacher. Music is played or sung as music not as a teaching exercise. The children get it thoroughly into their systems and what comes out is noted. If a child seems to have little rhythm he is taught as an individual. The teaching follows the discovery of a lack of ability to hear rhythms. He may get it easily through a muscular sense with a little help.

The old pedagogy treats drawing in much the same way. The elements are assumed to be proportion, design, mass perhaps. The children are taught proportion by making lines or small objects under dictation. Design also is dictated. But again the essence of pictorial or plastic art is in the relationship of all the elements. A dictated exercise will never produce an appreciation of relationship. It stands a chance of interfering with it and perhaps destroying it. The new pedagogy recognizes that this fine appreciation of relationships comes about through a physiological process which goes on within the organism. It may or may not externalize itself and one cannot predict just when it will do so if it does it at all.

The assumption of the old pedagogy that anything, music, drawing, sculpture, dramatics, literature is merely a combination of its elements lies at the bottom of most of our educational difficulties. Art is not produced through an intellectual nor yet a feeling nor to use the old psychological term a willing process, but from the getting together of all these. It seems to spring out of

something which analysts call the "subconscious" and which behaviorists do not mention at all. Straight physiologists may be the first to name this inner process something which all of us will accept. In proof that there is this process, such schools as ours are producing an abundance of corroborative evidence.

Referring to the six-year-old record one finds references to music and rhythms which may need discussion in the light of what I have written above. One sees the children going to these two special activities and receiving a great deal of instruction. As it comes out in the record they seem to be in classes for the purpose of being taught the elements of music and rhythm. Of course this is a part of our purpose. We are trying in all work and play, however, to have experience come first and analysis and training second. Most of these Sixes have been in school since they were three years of age. They have heard and sung and danced to beautiful but simple music for three years so that they have become to a degree musically-minded. They have experienced music and while still experiencing it they are also analyzing it into its elements. Reference to the music of the four-year-old group finds them experiencing more and analyzing and being taught less than the Sixes, which is logical.

Examples of painting and drawing should be a part of these records but it is impossible to publish them at present. Miss Stanton has brought out the ability to draw objects or the representative side more than the composition which the drawings contain. But that these drawings contain composition of a surface type no one de-

nies. The objects drawn bear a design relation to each other which artists recognize.

The art of pedagogy however is not concerned with these productions of the children except as they register as milestones in the growing process. We are not trying to make "artists" of the children in the narrow sense of the term as we hope our records indicate.

ORGANIZATION OF THE RECORDS

The group records of the City and Country School are an attempt to reproduce an experimental curriculum as it develops from month to month in a given year, under the condition of the school environment. Children and teacher together create the material for the record; the writing of it is the work of the teacher. Rough notes, taken in the classroom, are written up after school hours, then summarized and typed at the end of weekly or monthly periods.

The summarizing is done under general headings that reflect the school's plan for curriculum organization. The first of these, *Play Experiences*, and the second, *Practical Experiences*, are basic in the program. Under them are recorded the functioning of the children, whether as a group or as individuals. The play experiences are expansive, allowing opportunities for children's reorganization of their own environment, while the practical experiences are organized for the production of things. Under the third heading, *Special Training*, are included the experiences directed toward certain ends and the acquisition of special techniques. The fourth heading, *Organization of Information*, includes also the reaching out for new informational material.

By means of these headings the teacher is assisted in checking up the class experiences, and the reader is enabled more easily to follow the intentional program. The subheads make it possible to select from the general record those paragraphs yielding information as to development and experiences along more narrowly specific lines. Thus the month-to-month sections headed *Block Building*, or *Music*, if considered separately and consecutively, will be found to present each a connected story fairly complete in itself.

The headings for the Record of Group Four are as follows:

I. PLAY EXPERIENCES

- Block building
- Play with big materials
 - Outdoors
 - Indoors
- Animals
- Clay
- Drawing, cutting and pasting
- Bench work
- Music
- Stories
- Washing and ironing

II. PRACTICAL EXPERIENCES

- Wraps
- Putting away materials
- Setting lunch tables

Washing cups
Orientation
Care of flowers

III. SPECIAL TRAINING

Physical exercise
Sense training
Number

IV. ORGANIZATION OF INFORMATION

Content of play and discussions
Trips

OCTOBER

I. PLAY EXPERIENCES

BLOCK BUILDING

Only four children were present the first day of school. Bianca, an Italian child who had been in the school the year before, went for blocks at once. She made a long narrow roofed structure, which she called a "tunnel." It was closed at both ends, and Matthew, a new child, criticized this, saying it ought to be "open." Bianca also made a railroad track, laying the blocks flat on the floor for a short distance. Remembering the kind of trains we used last year, she took two blocks to the carpenter's bench, drove a staple in the end of each one, and fastened them together with wire. Matthew made a small track, too. Next day Elisabeth built a little house with the smallest size blocks. This gave her great satisfaction, though the others did not think well of it. I showed her the larger blocks.

Interest just now is stronger in bench work and beads than in block building. On the eighth, Christina made a small house with a roadway leading to "Butterfield," a place near her home in the country. A toy horse, returned to school by some one and left on the window seat, was instantly seen by Bianca. I said she could have it when

she made a stable for it. She and Elisabeth, a new child this year, both began to build. Elisabeth made a tiny construction, but could not put the horse into it. It did not occur to her to change the size of the stable. Bianca, on the other hand, having built a large stable with a low roof, after several attempts to force the horse in, removed the blocks composing the roof, made the walls higher, and replaced the roof. She then tried to put into words what she had done, saying, "Roof too small." I gave her the words "high" and "low," and she went about the room smiling and repeating the explanation to the other children. Bianca added a room on top of her stable, and Matthew said, "You can keep the hay up there."

A bridge made at the bench on the fourteenth, stimulated Murray to building. He said he wanted a train to go over this bridge, while boats went under it. I showed him the block trains and he built a track, working splendidly the whole first hour. Bianca built next day, making a table and chairs for dolls. Small colored cubes placed on the table served as food. Dolls were asked for at the completion of this building. Elisabeth used very long blocks for the first time; made a square with one block laid across the top. Craig made a track, using many curved blocks. Murray made six "tugboats," each one consisting of a long block with a short block placed upright on one end. Craig repeated his track next day, making a very long one. Bianca again used blocks to make a table and chairs for the dolls. Elisabeth noticed this and attempted to copy it. Both made outline houses around the tables.

On the nineteenth, Bianca and Murray made big barns

with the new long blocks. Murray wanted a horse and wagon, so I helped him to make one at the bench. Bianca wanted the real toy horse, and her building was so very good, I let her use it. Elisabeth built an outline house, made a table and chairs of the small blocks, and placed colored blocks for food on the table. I showed her the wooden dolls and she seated one at the table. She was perfectly delighted at her achievement.

On the twentieth, Matthew watched Murray as he built for a time and then went to work himself and made an outline house, consisting of five rooms—a nursery, guest room, living room, kitchen, and sitting room. A bed for dolls, made by Christina, and several small boats made by Craig were the other constructions of the day.

PLAY WITH BIG MATERIALS—OUTDOORS

Much of the yard play has been dramatic. The usual plays have been house, boat, and railroad train. The information that functions in this play has been mainly drawn from the everyday activities in the home, such as eating and sleeping. In addition there has been the movement and noise of trains and the ways of handling boats. Matthew, who apparently has had a summer experience by the seashore, has been very accurate in letting down and pulling up the anchor on the arrival and departure of his boat. The packing cases have often been used as houses. One day a little boy and girl worked a long time making a roof of boards for a case and then retired within, closing at night the hole in the roof and opening it in the morning. An elaborate construction made by

the V's was taken over by the IV's and run as a boat. Matthew was the captain; a chain served for the anchor, an upturned wagon-wheel for the propeller. Craig shovelled pebbles under the boat to serve as coal. The anchor was then pulled up and the propeller turned to make the boat move. The whistle was blown violently. When the boat stopped, the anchor was let down and the captain admonished the passengers, saying, "Watch your step." Five children joined in this play which lasted for fifteen or twenty minutes. On other occasions the packing boxes have served as boats; and after the reading of "The Fog Boat Story," an old window box was used as a tug boat, while the big steamer was represented by the packing case. The fog boat refrains were used while the boat was in motion.

CLAY

The manipulation of clay has been very popular with the children. There has been a great deal of slapping and rolling, but some definite products have also appeared. Bianca one day made what she called a plate. Matthew objected saying the sides were turned up too much for a plate, so we compromised and called it a dish. I suggested that Bianca put an apple in this, and she made an apple and then an orange. Lillian then joined her and they made carrots, potatoes, bacon, and frankfurters for dinner. Dishes have since been made by several children and on one occasion, peaches and tomatoes. Pies were made with a design of finger prints around the edge.

DRAWING, CUTTING AND PASTING

There has been very little use of crayons during the month. Matthew makes numerous straight lines across the page and then brings in design by fringing or cutting the edges of the paper. Cutting is often employed in connection with the pictures. Craig's boat was cut out, also Christina's bed and baby. All the children know the eight colors provided.

BENCH WORK

Bench work has been the most popular occupation during October. Sometimes as many as four children have worked at once yet there has been very little friction. Bench work demands a good deal of my attention and it is only because the class has been so small that it has been possible to give so much time to it. There has been much experimentation with the tools; saw, hammer and plane. Sawing has been the occasion for great concentration on the part of some of the children. None of them have been satisfied just to experiment; all have gone on to make definite products such as bridges, boats, horses and wagons and furniture. Matthew was the first to make a boat. He used a narrow piece of wood and then put sides on this "high enough so people won't fall off." Murray several times has made hydroplanes—a reflection of his summer experiences. Two of the children made bridges. I had already sawed the wood the width of a brick size block and two of these pieces were used as supports. The children drive nails well. At my suggestion, horses and wagons have been made out of boards and

blocks. A block with a staple driven in at the forward end to hold reins of string, served as a horse, while a flat board made the wagon. These were satisfactory as they can be pushed across the floor easily with loads of blocks or other materials. Murray made the first of them, and later several children followed suit. Variation generally lies in the arrangement of the nails. Craig added a seat for the driver to his wagon. Bianca has been the first to make a chair. A block served for the seat and a properly sawed piece of wood for the back. The block was put in the vise and Bianca hammered in the nails herself while I held the wood. After "The Fog Boat Story" had been read, a small piece of wood, with a large nail in it for a whistle, was used as a tug boat, and a large piece of wood attached by a string became the big steamer.

MUSIC

Miss Hubbell came on October eighth to give the children their first music lesson. Christina had asked for Miss Hubbell the first day of school when she saw a sandpaper covered block which had been used in the music work last year. She was very much pleased at Miss Hubbell's coming, and joined with enthusiasm in all the activities. She drove Old Dan when that song was sung, used the sandpaper blocks in rhythm to the engine song, and then walked and danced to music. Two new children, Elisabeth and Matthew, watched Miss Hubbell closely and used the tom toms, but did not beat time correctly.

A fine lesson on the eleventh, with five children pres-

ent. Murray, who had been in school the year before, was overjoyed at hearing the songs again. He took part in each one. Elisabeth used the "engine blocks" in correct rhythm. All walked, danced and tiptoed about in response to various rhythms played on the piano, Christina leading. Matthew was very solemn all through the lesson.

A new child, Craig, had entered the class before the next lesson, on the fifteenth. He did not join the others but listened with evident interest. Murray loves his music; he took part in all the songs. The four children responded at once to sleepy, dancing or marching music—danced all about Craig, who was building, without spoiling his track or bumping into him.

A fine lesson again on the eighteenth. The children had been asking all the morning if Miss Hubbell was coming. Craig joined the circle at once. Elisabeth is the only one besides Murray who takes part in songs, but all danced this morning. Christina's responses to rhythms are always correct.

A splendid lesson on the twenty-second. The children showed increased confidence by the way they took part in the songs, and all responded well to rhythms in floor work. They ask for Miss Hubbell every day and the same interest has been shown all through the month. No one, as yet, beats time correctly on the tom toms, but they walk and dance to music.

STORIES

The stories used during October have been Mrs. Mitchell's "Chanticleer and the Hens," "My Kitty," and

following a good deal of boat play in the yard, "The Fog Boat Story." "The Greedy Parrot" was tried twice as it was on Mrs. Mitchell's tentative list for four-year-olds. I have dropped it, as it does not seem to me that the children understand enough about planting, reaping and milling to make it intelligible to them. It seemed completely over their heads. I have also told "The Old Woman and the Pig" and this holds attention.

I am also telling the children a story about a little girl who helped her mother get the dinner. Such processes appear as lighting the fire, fixing the vegetables, putting them on to cook, and setting the table. The children took part themselves the second time I told it, naming knives, forks, and spoons as necessary for the dinner table. I have also told a story about a little boy who rose in the morning and dressed himself, to stimulate the children into relating their experiences in sequence. In the second telling of this story, the children began to mention the different articles of underwear the child put on as soon as the story told how the little boy got out of bed. Four children then told detailed related experiences of their own.

WASHING AND IRONING

The irons were not noticed by the children until the middle of the month, but since then have been used practically every day. This occupation has interested Craig for as long as forty-five minutes, and Matthew for the whole first hour. The children have high standards of

work and are not satisfied unless the iron is hot enough to remove the wrinkles from the doll's covers. Clothes and covers are always folded and creased and laid in neat piles.

II. PRACTICAL ACTIVITIES

WRAPS

There is a good deal of difference in the children's ability in handling their clothing, which ties up with general facility in using their hands. All can take off their own hats and coats, but some are much slower than others. Bianca still retains her pride in the speed with which she accomplishes the operation and her triumphant "I beat you," has hurried up the slow ones and added interest to the whole proceeding. There has been a special problem with one little boy who refused to take off his coat and hat. His usual behavior was to get into a corner and pretend to be a turtle or a lion, instead of going to work as the other children did. A new method of treatment was decided on, i. e., not to mention clothes at all until Murray had become interested in an occupation. Miss Pratt came in the first morning this was tried, when Murray was a "buffalo." She talked with him about buffaloes and then suddenly said, "I know you want to come out in the Alley with me." He denied this and she replied, "Oh, but I know you do, because you have your hat and coat on." Murray ran at once to his hook and hung up his hat and then began working. This

was followed up by not mentioning clothes at all on Murray's arrival the next day. When he was much interested in sawing, the casual suggestion, "Want to take off your hat and leave it on your hook, Murray?" met with instant and cheerful response. The following day Murray sat at his table for some time with his hat on and then suddenly ran out to the hall and left his hat on his hook. Since then there has been no difficulty at all. I am careful not to ask Murray directly to take off his things but usually he does so when the other children do it.

PUTTING AWAY

All the group have helped in putting away blocks and have seemed to enjoy it. The children have all learned where the different sizes belong and are most particular that the blocks be placed in the right cupboard and neatly piled. Sweeping up the shavings under the bench and washing the tables and shelves have been well done.

SETTING LUNCH TABLES

Getting the tables and chairs ready for lunch, pouring the milk and passing the crackers have been greatly enjoyed by all the children. Each one has learned to recognize his own name on his cup and also some of those on the other cups. On specially warm days we have had a "picnic" in the yard and one or two children have always helped me to make a table of yard blocks and boards.

Then each child has made his own chair of the square blocks. The youngest boy in the class is the only one who has not wanted to carry the cups into the house on the tray.

ORIENTATION

An effort has been made to have the children understand the school program. At first, I talked each morning individually with each child, asking "What do we do first when we come to school?" so that each one came to understand the routine of taking off hats and coats and hanging them up, and then going to his own table to begin to work. From the children's question, "Are we going out in the yard now?" developed the idea that the ringing of the bell for the V's to come in meant that the IV A's could go out. In the yard, we talked about the fact that it was time to go in when the IV B's came out. This was so well understood by the children that one day when the IV B's came out ahead of time, some of the IV A's immediately ran in. We also talked about what we did when we went into the house and soon learned that we had crackers and milk.

The great interest taken in music has broadened our conceptions to include the days of the week, as Miss Hubbell comes on Monday, Wednesday, and Friday. This has been discussed a great deal and now when a child asks, "Does Miss Hubbell come today?" another child often answers, "No, this is Tuesday."

Children have frequently been sent into the school-room on errands and all have been able to carry the idea

and bring back the thing wanted, such as string, scissors, or nails. A trip was taken down the Alley to locate the office, and Bianca went down and came back entirely alone a few days afterwards, bringing the correct article back with her.

III. SPECIAL TRAINING

PHYSICAL EXERCISE

There has been a great deal of athletic play all through the month. No one in the class is timid about using the slide and constant experimentation has taken place as to different methods of sliding down. Matthew has been especially inventive in this respect. Sitting down, lying down, one leg over the side, a leg over each side, on the knees, are a few of the ways the children have discovered. Taking turns was quickly learned and the children seem to enjoy it. Climbing up the ladder to the packing case and sliding down the clothes pole has been much enjoyed. Sometimes the green ladder has been placed on the step of the slide ladder, and the children have tried walking up the rungs of the green ladder. No one has succeeded in doing this beyond the first few rungs. Walking on boards resting on blocks or saw horses is another favorite occupation, also walking up a board leaning against the packing case. Two of the boys, Matthew and Craig, have splendid control. They run down these boards at top speed without falling. The swinging rope has been used a great deal, and all the children, including Christina, who made a real struggle to learn this, can jump

from the ground and seat themselves on the knotted end. The trapeze began to be used about the middle of the month, and three children have learned to get in and out of it alone. This was very popular for some days. A board was placed against the lower bar and the children pulled themselves up this to the bar and then got into the trapeze. There has been a great deal of shovelling and sweeping. The see-saw has proved most valuable in teaching the children balance and they have improved greatly in their use of it. Two children or four children have used it at a time and they have learned that it will not go unless they have an equal number on each side. Sometimes children have spent as much as half an hour at a time on the see-saw. This included jumping off and changing sides, and playing with the board to investigate the working of balance, as well as actually see-sawing.

It is hard to convey in words an idea of the constant activity that goes on in the yard. Christina is the only child who has needed any suggestion as to an occupation.

SENSE TRAINING

The children have welcomed all the sense training games with enthusiasm and have asked for them nearly every day since their introduction. There have been only three or four days during the month when such games were not used, and this was due, once, to the fact that a trip was taken, and, later in the month, to the fact that a story read by me and followed by the children's own recital of related experiences made the lunch period so long, they were eager to get at their individual work again.

Identification of small objects by touch was played on the first day of school and the following were correctly guessed—scissors, bead, block, and bean bag. Objects added later were doll, nail, safety pin, crayon, small block and large block, ball of string, piece of money, and jelly jar cover.

In our visual memory game, three objects are exposed to view for a second and then covered, and the child is requested to name them. This has been played with the same objects used in the touch game. Of the six children in the class, two have failed to name the objects correctly. Bianca was one of them, and I think her difficulty may have been with language. The other child was Craig who always rushes at things. He sometimes names four objects when I have shown him three.

Another popular game is to have one child close his eyes while another slips away from the table and hides. The children have played this with the greatest delight. The one who hides shows in his bodily movements the joy and pride he feels. The child who is "IT" has to name the hidden child correctly. One or two of the children cannot always restrain their impulse to tell who is hidden. Murray, who usually plays alone, has taken part in this game with every expression of pleasure in it.

Taking a cup of milk from the table to the tray quietly, while the children put their heads down on the table and listen for footsteps, serves a double purpose; it not only makes a splendid listening game, but it also gives the children a few perfectly quiet moments, which should always be provided at some time during the morning. The children love this game and ask for it nearly every

day. There seems to be a good deal of adventure in faring forth across the room on tip-toe with so many "sharp ears" listening for the sound of one's feet. This is occasionally varied or added to by general listening. We did this several times when having lunch in the yard and the following noises were distinguished by the children: "hammering in house," "whistle," "auto," "horn."

IV. ORGANIZATION OF INFORMATION

CONTENT OF PLAY AND DISCUSSIONS

Whenever there has been a lack of spontaneous conversation at lunch, attention has been directed to houses. The different kinds of rooms have been mentioned by the children. Once stoves were talked about. What the children have had for breakfast and what they've seen on the way to school have come into the conversation. Experiences of the summer have been told. There has been a good deal more conversation at the end of the month than there was at the beginning. Individual language work has been done with Bianca, who still has a good deal of difficulty in her English, chiefly in the tenses of the verbs and in making complete sentences.

JANUARY

I. PLAY EXPERIENCES

BLOCK BUILDING

First Week

A very small track was built by Murray on Monday. He ran a train on this, and was very much absorbed in the occupation, refusing to leave for the music lesson. On Tuesday, he made a big, elaborate steamer three decks high. Dolls represented the captain and pilot, and were placed on board after its completion. Murray's remonstrance to the other children about walking in the water made it necessary for us all to know where the water really was, so I asked him to draw it with chalk. He did so, and then I showed him how to make a draw-bridge for his steamer, as Craig insisted on some way of crossing the water. A railroad track was built by Murray after this, but was not used. Matthew made a large house with a carefully laid floor and roof. On Wednesday and Thursday I had the IV B class, so the doors were left open between their room and ours, and the children saw some good railroad tracks built by Bruce and Roger. On Thursday and Friday long railroad tracks were built. The first day Murray, Mark, Selma, and Craig all did this. Murray usually plays alone but Craig, though he

may begin alone, soon loses interest and tries to join another child. Selma and Mark built together one day, and Craig and Mark the next. The two former played very well together, carrying on a continuous conversation, and running trains after completion of the tracks. Curves were carefully laid, and bumpers placed at the ends of the track.

Second Week

Railroad tracks are becoming the dominant interest of the group, and more concentrated work is done in this occupation at present than in any other. There is much enjoyment in cooperation and, though building may begin alone, tracks are usually connected with each other. On Monday, Craig made the usual type of track, but Matthew placed unit blocks in an upright position beside the track. When Craig began to run a train near this part of the track, Matthew said, "That's the Subway, wait, it isn't finished yet. I'm going to make it dark." Then he started to lay blocks on top. The first size he tried was too short. He recognized this at once, went for a larger size, and put one on, when Craig interfered, saying, "That's not right, you must make it higher so cars can go in it." Matthew accepted this and they made the sides higher and added a roof. The other part of the track became a trolley track, and a large car barn was added. On Tuesday, Mark built a very long track, but instead of running a train on it, covered the whole track with single blocks, one behind the other. When I asked him why there were so many trolleys, he said, "Because so many people are going to work." Mark lives on Four-

teenth Street where the trolleys are often blocked, owing to the construction of a new subway. Tables placed over the tracks were used as tunnels. Matthew said to Murray that a tunnel ought to be dark, and suggested blocks being used under the sides of the table, but this was not done. On Wednesday, Craig, Mark, Murray, and Bianca all built tracks, some elevated. A stable one day, and a blacksmith shop another day made by Christina, and a house made by Mark were other forms of block building. Mark used a block as a window, saying, "Now it's open. Now it's getting washed." Matthew has been very particular in his block building, and occasionally, when doing table work, criticized another child's construction. The curves are not correctly used by many of the children, but this does not seem to trouble any of them.

Third Week

A great deal of track building this week. Bianca and Mark worked well on Monday, making very long tracks all across the floor. On Tuesday, Bruce, a boy from the other section of Group IV, came in to visit us. He ran a milk train and enjoyed himself greatly. He worked well with Murray. Juanita started a house but worked so slowly she could not finish it, though she remained at it the whole first hour. Later in the week she began a house and finished it. Murray's train brought her milk and she was perfectly delighted. Murray used a chair as a bridge on this track. Several houses have been built, but there has been no progress or change in type of construction.

Fourth Week

Track building continued to be popular. On Monday, after the completion of tracks, Christina ran a bread train and Murray a milk train. On Tuesday, Matthew brought in milk from the country on his track. Twice Mark, when starting to build a house, asked who would be the milkman. On Thursday, so many tracks were built that there was a good deal of difficulty in finding places for them. Margaret was the only one who would not allow any one to join her track or to build a bridge over it. The children were not very careful about moving around, and many tracks were displaced. We had a talk about this at lunch time. Chairs have been used as tunnels and Mark and Selma have made block tunnels. Mark's was too low at first. Craig noticed this and showed him how to remedy the difficulty. Although several houses have been built, only Margaret has used the dolls and clay dishes and furniture.

PLAY WITH BIG MATERIALS—OUTDOORS

First Week

Selma and Juanita worked very hard placing the green table as they wanted it and making a pile of the yard blocks on it. On these they put one end of a long board, thus making a slide. Selma was the leader, but Juanita worked well. I was surprised at her tenacity. Both enjoyed the slide for some time afterward. Mark joined

them soon, and all three tried walking down; Juanita was the only one who needed assistance from me. A Christmas tree left in the yard was used as the center of a Christmas dramatization, Santa Claus coming down the chimney while the children slept. Bruce was Santa Claus. The tree was transplanted several times, occasioning a tremendous amount of shovelling on successive days. On Thursday, it was used as a railroad signal by another boy who, placing it on top of the slide, climbed up himself and raised the tree as a signal to pass, and lowered it as a signal to stop. On Friday it became a nut tree and fed the baby squirrels, Christina, Murray, and Matthew, who lived in the packing case house. Playing house continued, Lillian one day adopting Juanita and Mark, cooking dinner for them and taking them to "an ice cream party." Playing horse became popular suddenly, six or eight children playing at once. This activity did not last long, however.

Second Week

A long construction of blocks and boards left by the V's became a train as soon as my children saw it. Matthew, Craig, and Bianca began the play, and these three took turns as engineer. Christina, Mark, and Mural became the passengers. When a difficulty arose among the engineers, I suggested that Craig be the conductor, and a very hilarious game grew out of this. Pebbles served as tickets, and Craig called out, "Here's your ticket, don't drop it." The child so addressed threw his pebble on the ground, and all laughed heartily. This was repeated

many times. The passengers sat in a row on a long board, and Craig marched up and down in front of them.

Third Week

The packing case house serving as a house on Monday, had its roof painted by Mark. On Wednesday, Bianca built a furnace out of yard blocks with a chimney "for smoke." Craig saying, "I am Mr. Jones" (the janitor), shovelled in the coal. On Thursday, Craig and Mark used the green table for a house, eating for dinner "beefsteak, peas, and beans." Joined by Christina, they all became baby rabbits, when they moved over to a packing case and made rooms for themselves with blocks.

Fourth Week

On Monday, the two packing cases were joined by boards laid across the tops. Matthew and Murray spent half an hour mending this roof, carrying bricks and placing them over gaps. Christina and Murray played house later, running off and getting "lost in the wood." This probably came from some story one of them had heard at home. On Wednesday, a packing case served as a house for Matthew, Murray, and Craig. Quite an elaborate dramatization with much conversation went on. The case was roofed over with boards, and the three insisted on closing up tight at night, and opening up in the morning. Juanita and Margaret wanted very much to come in, and the boys would not let them, so I suggested that Margaret bring groceries and Juanita bread. This was taken up

with enthusiasm, and continued until time to go in. An empty knot hole in the case caused much hilarity the next day, stones being handed down through the hole, or dropped through. This kept five children busy, two below and three on top, all I would allow, for the whole hour of outdoor play. There was a great deal of climbing up and down the ladder.

PLAY WITH BIG MATERIALS—INDOORS

First Week

The children played "Spot" one day after lunch, impersonating the characters of the cat, the cross woman, and the big black cat. Craig began this, and Murray joined him at once.

CLAY

Christina made a pail and shovel, and a little house which she said had been burned and had a hole in the roof. Dishes were the other products of the week.

DRAWING, CUTTING, AND PASTING

The greatest interest has been shown all the week in pasting strips and pieces of the new colored paper on sheets of drawing paper. Pasting seems to be rather difficult for all the children.

Second Week

On Tuesday, Bianca drew a house with a bedroom and

sitting room. The doors and windows were pasted paper. Two "ladies" and a man were added in crayon, and in the bedroom closet were pasted three hats and three coats for the people to wear "when they go out." Juanita, in her drawing, made a mother wearing a pasted coat, a little girl with pasted leggings, and then drew a baby-carriage with a handle. This interest continued the following day. Christina made a "lady" and explained to me that the "lady was going to a restaurant to eat oysters and fish." Bianca made "a blacksmith with pants on."

Third Week

Drawing has been popular all the week. On Monday, Matthew spent the whole first hour making a man, and then very carefully cutting him out. This was so well done, I asked if he wouldn't like to make the man stand up. Matthew said, "Yes," and when I asked "How?" some one said, "Get a piece of wood." Matthew sawed off a piece of wood, but did not have time to finish that day. He remembered it on Tuesday, went at once to his shelf and completed the nailing, so that finally the man stood up perfectly. He then used him as a driver on his milk wagon. Christina had had a little parasol given her, and she drew this on Monday, also a toy tea kettle. Juanita made a man with eyes, nose, and mouth, correctly placed, also fingers and toes. Doilies for lunch were made by all the children on Wednesday. I suggested this as we really needed new ones, but interest was not strong except in the cutting out.

Fourth Week

Mark began experimenting on drawing a man this week. On the first attempt, he made two lines at right angles across the face, and four eyes. Later he made the lines shorter, but he still had four eyes and a mouth and nose in incorrect positions. Christina made a "baby" in school one day, a "mother" at home that afternoon, and a "father" the next day in school. Matthew made a man with a very large head which Bianca criticized. Matthew was perfectly satisfied, however, and nailed him on a piece of wood, as he had done his other man. Doilies were made by all the children Friday morning, at my suggestion. Murray made "a wood where little children died." Selma experimented with producing the same color in different ways, by pasting blue colored paper on a sheet of drawing paper, then drawing with blue crayon beneath it. She repeated this with black and orange.

BENCH WORK

First Week

One day, after much sawing had made a pile of sawdust on the floor, Craig decided to make a box for it. He found a large piece of board and nailed a piece on each end. Then he decided it was to be a bed, the two additions to the original board being the legs. He now put on the bedstead a side so high that Matthew said it was a crib; but when this portion of the work was completed, Craig called it a sofa and was perfectly satisfied. Both Selma and Mark made wagons, using button molds

for wheels. Both had a good deal of difficulty in getting a proper adjustment of the nail through the button mold and into the board.

Second Week

The interest in tracks has made the construction of trains necessary, as toy trains were not provided. Murray found a large round piece of wood in the lumber chest on Monday and said, "I'm going to make an engine." He sawed off part of this, found a very irregular piece and nailed the round one onto it. He was content with this, put it on his shelf, and the next day, after wiring blocks together, used them for a train, without the engine. Selma and Bianca made trains on Tuesday. Bianca could bend the wire back alone, but Selma needed help. On Wednesday, Selma made an engine, nailing a piece of large dowel on to a flat board as a boiler. She then used a nail as a smokestack, and another nail as a headlight. Craig suggested a steam gauge, but there was not time to put this on. The first thing on Thursday, Selma began to saw off a piece of round wood for a steam gauge, and this was nailed on at once. She did not use the engine after completion. Christina made a wagon using two blocks as horses, and worked with great energy, sandpapering the roughness from one side of the wood. Her interest continued the next day, when she added a seat to the wagon. She used it for carrying blocks. A new wire cutter, introduced this week, has been of great interest. It has a groove on the side in which the wire must be laid for cutting, and the children learned this quickly.

There has been much interest in taking the plane apart and putting it together again. Craig is the only one who can do this alone. Selma and Mark are able to take it apart, but cannot replace the parts. Bianca made an aeroplane on Friday. She is ambidexterous when hammering, and tires quickly.

Third Week

Great interest in bench work this week. Selma made a wagon on Monday, working hard the whole of the first hour. She remembered her engine and wanted to put something else on it to make it more like a real engine. At the same time, Murray sawed vigorously. Mark made a stool of a fair sized piece of wood, with nails for legs. He could really sit on it. Christina made a chair, measuring the back and wanting it just the same size as the seat. She worked hard and then the wood split. There has been a good deal of hammering, sawing, and planing just for the pleasure of activity.

Fourth Week

Interest in bench work has continued all through this week—sometimes as many as three children working at once. On Monday, Selma and Christina sawed, and on Wednesday, Craig hammered and nailed with no thought of the product. Matthew made a chair on Monday, adding legs when it was finished. On Tuesday, Christina completed a wagon, which became a bread wagon at once. The next day Selma started another engine but after

hammering on the boiler and a whistle, she lost interest. Bianca made what she called an aeroplane the same day—two pieces of wood hammered on to a third. On Friday, Christina came to school determined to make an elaborate doll's house. After talking to me of the furniture she was going to make for it, she started on a bed and worked hard at this through all the first hour. Matthew made a boat with sides, also working for some time. We found the saw horse in the yard needed mending and did this during the yard hour. Craig, Matthew, and Christina each hammered in a very long nail which took much strength. On our return to the house, we sawed off music sticks for Miss Hubbell.

MUSIC

Third Week

A fine lesson on Monday. All were interested. After swinging sticks to rhythm and walking and dancing to music, three children marched by turns while the others watched. The watchers began spontaneously to clap the rhythm. Selma started this, and all joined.

Fourth Week

The children enjoyed singing and illustrating the hammer song on Monday. Some one noticed that the sun was shining and they sang the sunshine song, filling in the musical form with their own words. They played the band very well on Wednesday, and sang and made motions

with Miss Hubbell when she sang them the new barber shop song. They asked for the sunshine song again, and did fine work on the floor, marching, dancing, and tip-toeing about in response to different kinds of music.

STORIES

First Week

I read the children "The Grocery Man" (See IV Trips, First Week). They listened with great interest. When the driver stopped at the first house, a child asked, "Did he leave all the baskets?" and some one answered, "No." At the close of the story, Craig told a related sequence of events concerning packages going up on the dumbwaiter and being removed by his cook. I read the story next day to the combined classes. It held their attention perfectly. At the end Peggy said, "I guess that happens every morning." "Hen and Rooster," and "Old Dan" were read the next day by request. "The Grocery Man" was tried again on Friday with the two classes, but did not hold every one's attention, though some children were much interested. Several joined me in saying "pr-r-r-r-ip" to represent the sound of the telephone bell.

Second Week

Stories used this week have been "The New Engine," and "The Dinner Horses," on the day after our first trip. The latter aroused great interest, and vegetables and fruit were suggested for the basket. (See IV Content of Play,

Second Week.) Miss Pratt read the children the poem, "Knocking at My Wee Small Door," and they asked for it over and over and seemed to enjoy the form, though I doubt whether they appreciated the content at all.

Juanita: (a Spanish speaking child—this is her first attempt) "One day I saw little birdies in the park having their breakfast and they come every day to have lunch."

Juanita: (Second attempt, on a snowy day) "In my house I saw a pussy walking on the snow and he loved the snow."

Christina: "Once upon a time there was a little girl and she went upstairs and changed her clothes and she got dressed and then she came down to breakfast and then she washed her face and hands and then went to school."

Third Week

I read "The Dinner Horses" on Tuesday. Some of the remarks made by the children were as follows: Bianca, "I got a big bed." Christina, "Early in the morning I wake up and get my orange."

When the grocery man delivers: Christina, "My bell pulls out." Matthew, "My elevator has got a lot of bells."

I repeated the same story on Wednesday by request. On Thursday, I read "The Engine Story." This is a little long. I tried reading it in its entirety, but hereafter shall cut it a little. A very interesting discussion of automobiles arose during the reading. Remarks made were: "You have got to have water for an auto, too." "You

have to have water in the batteries." "If your batteries are no good, your horn won't blow." "An auto won't go unless you have gas." Matthew, Craig, and Mark were the participants in this.

The children asked for "How Animals Move" on Friday, and I read it to them several times. This led to quite an interesting discussion when a child asked the meaning of the word "clings."

Juanita: "In my house I saw a man out in the yard fixing the yard and he didn't like the snow."

Fourth Week

Juanita: "Jack Frost painted the windows yesterday. I saw it painted."

Craig: "Once there was a big pig and he said (sound of snorting) and he went out in the nice warm sun and he saw a grasshopper and he ate him up and he saw a beetle and he ate him up and he walked on the path and he saw a bee and he ate the bee and then he went home and had his dinner and after his dinner he walked on the path and he saw a little bit of a teenty weenty fly and he ate him up and that's the end."

I read "The Grocery Man" on Monday. This was followed with deep attention. After the grocer had loaded his wagon, Christina asked "Did he have two or three baskets in the wagon?" and Murray answered, "Three." The children knew whose mother telephoned first in the story and Murray asked whether Ruth's house was an apartment. A discussion of houses led some one to say how funny it would be to live in a house with only one

room. This was a great joke to the children. On Tuesday, "The Dinner Horses" was read—new articles added to the basket were rice, flour, salt, "raw cereals to be cooked" besides the usual vegetables that have been mentioned before. I tried "The Grocery Man" again on Wednesday as the children had been playing at delivering orders in the yard, but it did not hold attention very well.

II. PRACTICAL EXPERIENCES

WRAPS

First Week

On Wednesday, the two classes were obliged to come in from the yard at 11:30 owing to rain. I was alone with the fifteen children and explained before coming in that each child must take off his own things without help and that only quiet children could slide and swing. I unbuttoned all the top buttons in the yard. The children came in quietly, took off their wraps alone and then talked together until the slide was ready.

Second Week

Now that there are so many leggings to put on, I am suggesting to the children that they help each other and they have done splendidly. They pull off each other's leggings and hold each other's coats.

Fourth Week

Margaret was the only child in the class who was unable to start putting on her leggings alone. I have made a great effort with her all the week, and have spoken to her family about not helping her at home, and she has made great strides already. Selma and Matthew not only put on but also button leggings entirely unassisted.

PUTTING AWAY

Second Week

The two benches were used this week at putting away time. As big steamers, they were pulled across the floor, the child pulling them either calling "toot, toot, I'm moving," or just tooting, or saying "chug chug." Craig began this and it was immediately seized on by one and all.

Fourth Week

Juanita piled well in the chest one day this week.

SETTING LUNCH TABLES

First Week

Both on Wednesday and Friday, my children got the lunch tables ready for the IV B room, while that class had a music lesson. This involved setting up tables, put-

ting chairs around, distributing doilies, napkins, and cups, as well as crackers, and pouring the milk. Of course, this was done under my direction, but the children worked splendidly, carrying out directions quickly and intelligently.

Second Week

Interest in setting the table and passing crackers and pouring milk remains intense. Bianca spilled badly on Friday and there was a chorus of criticism.

WASHING CUPS

Second Week

Craig washed cups well, remaining at his job until he had finished it, without any urging from me. It is the first time he has done this.

III. SPECIAL TRAINING

PHYSICAL EXERCISE

First Week

There was a great deal of climbing and sliding in the yard this week. Ten children took turns on the slide without friction, Murray among them. (See II Wraps, First Week.)

Second Week

The see-saw was still popular with Selma and Juanita. Matthew and Craig tried standing up in the indoor swing and pumping, and they were quite successful. There is very little difficulty now about taking turns on the indoor slide. I heard one child say to another, who tried to get ahead, "I got here first and it's my turn now." When swinging a child said to another who wanted a turn, "If you say please, you can have the swing."

Third Week

The see-saw continued to be popular. Matthew and Selma learned on Thursday to skin the cat. They began at once to experiment with different ways of holding their hands. There has been a great deal of experimentation on the indoor slide, and much interest in coming down backwards.

Fourth Week

Experiments in skinning the cat on the parallel bars have continued this week. Juanita, after working hard for several days, has finally learned to do this all alone. She is immensely proud of her accomplishment. Different ways of holding hands have been tried by every one. There has also been much use of the slide this week and constant experiment in different ways of coming down. Mark has lost his timidity in sliding.

SENSE TRAINING

First Week

None of the usual games were played this week, the combination of classes making it too difficult.

Second Week

Interest continued strong in the silence game with cups, and this game was used on Monday and Wednesday. On Friday at lunch time, Christina suggested to me that we play the feeling game, and that I call each child in a whisper, making a combination of two games. This worked most successfully, and the children guessed the following objects without first seeing them: nail, bead, scissors, crayon, and wooden wheel. This was followed by the hiding game, also well played.

Third Week

There has been such a demand for stories this week, that we have not used any sense training games.

Fourth Week

The silence game with cups was the only one played this week.

IV. ORGANIZATION OF INFORMATION

CONTENT OF PLAY AND DISCUSSIONS

First Week

Murray showed that he realized the necessity for a captain and a pilot in the running of a steamer, by placing these two on his completed ship. Their duties were not understood by him and a discussion with him did not seem to clear this up very much. Four or five children gathered around to hear the explanation of a drawbridge and there was much interest but no use of the bridge after it had been made. A discussion of the effects of fire followed Christina's exhibition of her clay house which she said had been burned. Christina said houses "got killed" when they burned. Craig had the idea, apparently, that fire engines started the fire. I am working on this whenever fire-play of any sort arises. The other children knew that fire engines came to put out the fire, and that water was used.

Second Week

The information that subways and tunnels are dark, has been brought out in the block building. During the play of train in the yard, we talked over the engineer's function—to run the train—and the conductor's—to take tickets and give the signal to the engineer to start. There

have been several talks about the parts of an engine, interest having been aroused by Selma's engine, and The Engine Book has been consulted in this connection. The smokestack, whistle, headlight, steam gauge, and sand dome are the parts familiarly known. Only vegetables and fruits were named by the children when given the opportunity to fill the groceryman's basket in the story of "The Dinner Horses." The vegetables were: celery, string beans, lima beans, tomatoes, green peppers, and peas. The fruits were: apples, oranges, and grapefruit. The windows in Mark's house were not only opened and closed, but also washed.

Third Week

Mark, painting the packing case roof, was led to a discussion of the effect of rust on tin and the necessity for paint. In connection with making and pasting clothing we have discussed the season of the year and whether leggings are worn in summer. Bianca's construction of a furnace led to talk about these conveniences. Bianca, Craig, and Matthew all knew the chimney was for smoke but were a little vague about ashes. I told them that the coal turned into ashes and that these must be taken out of the furnace daily. This must be followed up. (See February IV Content of Play, Second Week.) We put a cup of water in the yard and after it had frozen, melted it on the stove and saw it turn to steam. The children were much interested in putting a little water on the sidewalk and watching how rapidly it turned to ice. We saw frozen milk and talked about its expansion when

frozen. A spontaneous discussion of the automobile which arose during a reading of the engine story, showed that some of the children knew that gasoline was necessary to an automobile—also water; that water must be put in the batteries; that the horn won't blow unless the batteries are good. On a trip the following day, we saw an automobile standing and I pointed out the brake, the steering wheel, the tires, the lights, the gasoline tank, the tail light. Matthew knew you must have that lighted at night "or the traffic cop will stop you." The children all knew the automobile wouldn't go unless the engine was working. We had a discussion of fish one day at luncheon, bringing in the IV B's goldfish and having them on the table. Some children said they ate fish and the kinds mentioned were codfish, bluefish, and pickerel.

Fourth Week

The necessity for the transportation of milk by the railroad to the city has been shown in the block play this week, also the necessity for the delivery of groceries. (See I Stories, Fourth Week, for articles mentioned in the groceryman's basket.) It is the first time the children have mentioned much beside vegetables. "Raw cereal to be cooked" shows they are thinking of the utilization of food after its delivery. Our elevated tracks show observation of the different kinds of railroads in the city. Bianca still misunderstands the fire engine's function. The children's amusement over the idea of a one roomed house would seem to indicate a knowledge of the uses of different rooms, such as bedrooms, kitchens, etc.

TRIPS

First Week

Four children were taken on a trip on Monday. Murray and Christina were the leaders while Matthew and Selma marched behind. I insisted that the children walk and not run, stop at crossings, and that they did not talk while we were crossing the street, and I was very strict about these things. We went to the blacksmith's as the children have begun to play horse without much information. Two horses were in the shop and the children saw the making and measuring of the shoes by one smith, while another hammered on the finished products. Murray asked, "Why does he put it in the fire?" Some one else, "Doesn't it hurt the horse?" "Where's the wagon?" All were intensely interested. We noticed the trucks, both motor and horse, coming and going, and the children saw potatoes, onions, and lettuce in a wagon and a big truck full of sacks of potatoes. We stopped at a grocery store and the children identified tomatoes, apples, oranges, peppers, lettuce, and string beans; none of them knew cabbage.

Second Week

A trip to the blacksmith was attempted on Tuesday with eight children, but owing to Craig's excitability, had to be shortened to a trip around the block. Craig will be left at home hereafter. This was not explained to him, as I did not think he could help his behavior. We no-

ticed wagons, autos, grocery stores, and butcher stores on Sixth Avenue and on Eighth Street, and stopped at the stable for a moment. No questions were asked there. On the return to school, I told the children I would take them to the blacksmith on Thursday, and on Thursday morning, Bianca said to me, "Thursday? Blacksmith?" Six children went on this trip. Craig came late and was left with the IV B Group. Bianca and Mark were the leaders. They stopped well at crossings, without being reminded, after the first explanation on the corner of Macdougall Street and Waverly Place. The children picked out an ice wagon and a grocery wagon and Selma said there was "food" in the basket the boy was delivering. At the blacksmith's, they saw a shoe being hammered on. Bianca was afraid of the horse. As the doors were closed, owing to the cold, the horse did seem very large and very near, so we did not stay long. There was no fire, as the shoes were completed. The children noticed the old shoes on the floor, and Murray asked the blacksmith if the shoes he was putting on the horse were new. Selma asked to sing the blacksmith song. The children's behavior on the way home was very good, alert and interested, but not excited. We watched a very large coal wagon shooting coal down a hole at the Hotel Earle, and compared the size of the wagon with the size of the house.

FEBRUARY

I. PLAY EXPERIENCES

BLOCK BUILDING

First Week

Interest has been strong in houses this week. Individual constructions have shown great variation. Mark made a tall, narrow house on Monday of interesting and unusual design. A somewhat similar building was made by Bianca on Tuesday. Matthew's houses usually consist of a well laid floor made of double unit blocks, with walls and roof of the same. They are usually two stories high. A chimney is always added. Selma's house had seven rooms, each a square of double unit blocks. Murray made a small low house on Monday. Craig sawed off several heavy square pieces of wood and then gave them to Murray, Bianca, and Mark to use as chimneys. Murray beat the blackboard erasers together, saying, "See the smoke." Craig got a wagon from the cupboard and began to bring food to Murray. Murray asked, "What's this?" and Craig explained it was prunes, fish, and macaroni. Then he asked Murray to telephone him and Murray said, "Wait till I look up the notice in the telephone book." Murray telephoned at the black board

and Craig from the window seat across the room. They did not really get what the other was saying, but each conducted his own conversation about food, and then Craig delivered. Later, he took things to Mark, too. Meanwhile, Juanita was running a milk train on Mark's track. Mark telephoned to Craig for cinnamon, molasses, and bread. On Thursday, Matthew's house, left up from the day before, led Bianca to be "food man" and deliver things to Matthew, but he did not enter into the play. I suggested that he put some of his paper men in the house and he did this, but was not very much interested. Elevated tracks have been made all during the month past, but on Wednesday, Mark made tracks on two different levels, using unit blocks for the first level and double units for the second level. Murray did the same thing, and both were delighted over their discovery. A station for the tracks appeared on Friday. Margaret made a house on Thursday, and used dolls and clay dishes in it. This is the first use of dolls for some time.

Second Week

No elaborate and few long tracks built this week. Three children used their tracks when completed. On Tuesday, Mark built double tracks side by side. He said that was done "for a train to go other and next way." Mark's work is very interesting; he never repeats the same house or track, and nearly always uses the squares, units and double units in both types of construction—combining them in various ways. Margaret made a simple, straight track on Wednesday—almost her first at-

tempt at this type of building. She was stimulated to it by a trip to Flushing. She ran one block as a train. Selma's track was partly elevated and she returned to it after doing some bench work, and added a tunnel. Mark tried using square blocks as supports for his elevated—very careful fitting of curves. On Thursday, Christina made a track with many curves. After sawing off six pieces of round wood for milk cans, she ran her train to Bianca's house, returning to the country with the empty cans. Bianca's house had three rooms, a roof, and a chimney. On Friday, when Mark began to build his track, he said, "I'll be the milkman." Margaret and Murray, building houses nearby, called out "Philadelphia," "Baltimore," as Mark put down more blocks. Murray made a house with a very long narrow hall, and a dining room and bedroom at the end of it. Dolls were put to bed in the bedroom on the floor. Some one criticized this, saying they ought to be on a bed. Margaret built nearby, and the three kept up a constant conversation. Corrugated cardboard is proving very successful for roofs. It is light and easily handled, and can be cut by the children themselves into any size. The corrugations are similar to corrugated tin roofing.

Third Week

On Monday, Christina found an auto under the window seat and wanted to make a garage. I asked her if she would prefer her own wagon and she said she would. Then she made a stable for her wagon and pair of horses.

She put the wagon on the floor and double unit blocks on each side; then she tried to force a block between the wagon and the horses. After a moment, she moved it out beyond the horses and completed a wall around them. She finished this and put a roof on. Matthew delivered oats to her. On Tuesday, play at unloading a steamer made Murray, Christina, and Matthew take out all the blocks from the chest. There was some confusion after this, so I said, "This is my lumber yard," then I sold loads (piles) of timber. Christina had begun to build already, and Mark was stimulated to begin by my sales. Christina worked hard the whole first hour on a very carefully laid elevated track. She came to me for assistance when she could not do away with a crack in one place. Mark also made a track. His was all on the floor level but was very long, the big blocks being laid in squares. Matthew began a track, then lost interest a little, but some talking and building with him soon started him off again and he made a fine elevated track. Bianca and Margaret both made stables, Margaret's was "the one we went to see the other day." She added stalls. On Wednesday, Murray made a dock and then a ferry boat and a big steamer. The latter had no berths, because "it was going where it could get to in a day." Selma made a house containing about sixteen square rooms. Mark's house had a floor and walls, then long blocks put in as though to make stalls, and this space filled in solid with blocks of the same size laid flat on the side. Railroad tracks were made again later in the week. There was no change in the general type of construction.

PLAY WITH BIG MATERIALS—OUTDOORS

First Week

The packing case turned over on the bottom, became a cage on Tuesday. Murray was a very sick father lion who had been poisoned and four other children shovelled in snow as medicine.

Second Week

On Monday, the packing case in the yard served as a home for foxes and later for squirrels. I do not let Murray play lion or tiger in a cage, as he wants to, but remind him of some other animal and its habits, as playing lion excites him and the other children too much. The same case was used on Thursday as a barn. Christina, who had been delivering milk on her train, suggested to Murray that they both be cows. Annie was the farmer and milked them. The two cows went out to eat grass, and, at times, ran away from the farmer. This play continued the whole yard hour, and when it was time to go in, Murray became the butcher (he had been playing butcher during the first hour), slaughtered the cow, Christina, and cut her up for meat.

Third Week

On three days of the week, six children have played in the sand pile without enough friction appearing to make it necessary for me to interfere. I explained on the first day

that sand must not be spread all over the yard and only one child forgot this. On Monday, Christina and Murray played together in one corner, while Margaret and Matthew played in the center, making a pie on the cement post. Mark and Annie played alone and were satisfied. Not so Bianca, who said, "I have nobody to play with me." Margaret came and played with her, and they made a stove of sand, and cooked dinner. Two big shovels were used in this small space and were so carefully handled that no one was bumped or hurt. Interest seemed to be chiefly in collecting as large a pile of sand as possible. On Friday, putting sand down each other's necks began, but there was no great outcry, and shovelling and cake making was soon resumed.

CLAY

First Week

The clay was too wet for modelling on Monday, so the children kneaded it, just as the older children do, until it was in proper condition. Products later in the week were birthday cakes, made by Margaret and Matthew; a complete bathroom set, consisting of a bathtub with a round faucet, a water pipe, a glass, and a cake of soap, made by Bianca; and a man with the requisite number of arms and legs, made by Christina.

Second Week

Clay has been used a few times during the week, but has not held interest very long.

DRAWING, CUTTING, AND PASTING

First Week

There has been very little drawing and pasting this week. Christina made what she called "a crazy man" on Friday. She had about six arms on each side of his body and all the children laughed at him.

Second Week

A good deal of drawing has been done this week. Mark again made a man with four lines on his face and four lips, but told the children this as something humorous, and they all laughed. Annie made an attempt at drawing—scribbled and then cut around her scribble. Bianca is still pasting coats on ladies. Matthew made a tree again on Wednesday, and then cut it out. He repeated this on Thursday, but told me it was a telegraph pole this time. Bianca cut out her man, but he has no arms or legs, though she puts these in when drawing. Margaret discovered the new paste dishes on Friday, and the whole first hour was spent by the children in drawing, pasting, and clay work. Bianca drew lines and then pasted scraps of paper to represent a school. Christina made her usual man with a pasted coat, but black dots represented stars and a black circle the moon. When we were talking about this, Matthew came up and said he could make the sun, so I asked him to show me how he'd do it. He drew a yellow circle with rays coming out in

all directions. Margaret made a doilie and then a man and coat. Annie was so engrossed with her drawing and pasting that she returned to it after lunch. She scribbled at first but after inspecting other children's pictures, made a face with eyes, nose and mouth. The children all hung up their own pictures.

Third Week

Annie has done a great deal of drawing and pasting all the week. She has kept at it for the whole first hour some days. Her products are scribbles with one piece of paper pasted on. Matthew's tree had a brown trunk and no leaves—"because it's winter."

BENCH WORK

First Week

Miss Hubbell's music sticks were too long (see page 81), and the children shortened them for her, taking turns, so that each child sawed one stick. The rough ends were sandpapered after being sawed. This suggestion came from me originally, but was carried out by the children alone. Later in the week, a long round piece of wood found in the chest was immediately seized upon to be used as a "music" stick. Christina made a bed for a doll's house she hopes to make later. She worked hard on this, sawing, then sandpapering the end of the wood which was rough. She nailed with much vigor, and added a wooden pillow after the bed was completed. She

worked at this bed off and on, for three days. Thick wood seems to be better for these little children to use, as there is less danger that it will split. At 11:30, when the IV B children are in the yard, I often let two children use their bench. Craig and Juanita did this on Tuesday, sawing and nailing but not working on a definite product. Bianca made a small wagon on Monday, and on Friday she began a large wagon, to have three wheels on each side. Selma started a fire engine on Thursday, but when hammering on the little bench decided to make a bench instead, as she had a long fine piece of wood. She picked out a heavy square piece of wood for legs. I helped her with measuring but she sawed and nailed herself. Three legs were nailed on by Friday at twelve. Murray worked on a fire engine on Thursday. He could not find where to put the wheels, after hammering one flat on top, so I showed him and then let him feel with his fingers. Christina, Bianca, Selma, and Matthew feel dissatisfied if a nail is driven in crooked. They notice whether the nailing edge is smooth or not, and plane or sandpaper the wood until it suits them. Christina noticed herself when driving a nail for her bed, that her original choice was not long enough, and picked the right size later. All the children are interested in sawing straight.

Second Week

Margaret began a wagon on Monday. She put one wheel on wrong, discovered this herself, and explained to

me that she must put the wheel on the side of the wagon, not on the top. Selma went on with an engine she had begun last week. Annie experimented with sawing and learning how to handle the vise. Later she wanted to make an auto and got two wheels nailed on to a board. She continued this on Tuesday and completed it. Hammering is hard for her, but she showed good perseverance. Christina took the whole first hour putting four nails in a piece of wood to make a bench. She kept nailing them in too far and then taking them out. She used one short nail and three long ones, and was dissatisfied when the bench did not stand solidly. By holding her to it, I made her find out the trouble for herself, when she took out the short nail and put in a long one. Afterwards, I showed her all the different sizes of nails that we have, and let her compare them. On Wednesday, Selma completed her bench, driving the long nails in alone. Christina started a table for some pet mice she hopes to have at home. Annie experimented with planing. On Thursday, Murray, wanting a wagon to use in playing butcher, made one at the bench. He has improved considerably in his manner of taking hold of a job, and planning it. He picked out the four wheels first, knew exactly where he wanted to put them—on the side. He put on one wheel, and then instead of following the usual method of putting another on, on the same side, he turned the wagon and measured, evidently wanting to get wheels exactly opposite. He nailed all the four wheels on, and then put a back on the wagon, holding the purpose for which he was making it in his mind all the time, for as

soon as it was done, he loaded it with meat and delivered this at Bianca's house. Christina, meanwhile, had sawed off six pieces of wood for milk cans. Matthew planed a long piece of wood later, preparing to make a wagon. He worked on this on Friday, but had a hard time, as his standards are so high. If a nail is at all crooked or comes through the wood, he pulls it out. Bianca sandpapered with much vigor on Friday, and nailed two wheels on one side of her wagon. Wiring of trains goes on as usual. When my children first saw the made trains Group IV B is using and asked why we didn't have any, I said, "Because we don't need them, we know how to make them." There has not been one request for made trains on the part of this group.

Third Week

Interest has been strong in bench work this week. Margaret finished her wagon on Monday. She worked with very little concentration, however, having continually to be reminded to return. Bianca made a horse and wagon on Monday and added a long block on Tuesday. Selma began another bench. She put a leg in the vise, hammered a nail part way into the corner of the wood composing the top of the bench, then carried it to the vise and continued hammering the nail down through the leg. When ready for the next leg, she noticed that the piece of wood she had decided to use was shorter than the leg already nailed on, and said she would have to saw off a piece from it. Annie sawed and nailed two wheels on a wagon on Wednesday.

MUSIC

First Week

On Monday, Miss Hubbell began the lesson by looking into the yard and singing about the snow. She was joined by all the children and after several repetitions of this song, the children came to their chairs. Marching with tom toms was well done by all. After this, Bianca and Craig backed away with their chairs so I made them stay out of the circle for the rest of the lesson. The other children played the band. A little dancing was followed by sleepy music to which they all responded, and then they all marched out. On Wednesday, the lesson began by swinging rhythms with sticks, singing la la, then Miss Hubbell sang "Throw a snowball" for high pitch and low. Christina suddenly said, "Oh, see what I see!" as the sun came out from behind a cloud. All began singing the sun song and each child was given a turn to sing what the sun shone on, as follows: Margaret—"on the snow"; Christina—"on the houses"; Selma—"up on the board"; Margaret—"out on the boats and docks"; Mark—"on the snow"; Christina (for Matthew)—"out on the autos."

Miss Hubbell then sang "Up Down" to which the children responded with interest, Mark and Bianca especially. This was followed by the song of "Yap, yap, yap, So Says My Little Doggie," to which the children clapped the rhythm. Murray then asked for "Bow—wow—wow," which was sung. Bianca seemed interested at this lesson and did not try to move away or divert the others. Selma sang especially well.

Second Week

Matthew is becoming actively interested in his music. The children ask for special songs now. Miss Hubbell tried clapping a familiar song on Wednesday, which Christina recognized at once. Annie is attentive to all the music, but will not go on the floor yet.

Third Week

The lesson began with swinging sticks to rhythms played on the piano. Murray, very irritable, was removed for a time and then enjoyed the rest of the lesson. Some one started "Shining shining" as the children noticed the sun on the door. Then the "stocking" song was asked for. This was followed by marching. While tiptoeing about to quiet music, Murray and Christina took hands and this grew until six children were tiptoeing together in a line, all holding hands. The use of the sand bars and singing of the "Engine Song" began the lesson Wednesday.

STORIES

First Week

On Monday, we talked at lunch time about experiences on Saturday and Sunday, which brought out a good deal about home toys. When I asked for stories, Matthew told a home experience. On Tuesday, and the following days, I read "The Journey," which the children like im-

mensely. At the first reading, Margaret suggested garters to go in the suitcase, and Bianca asked, "Why dirty?" when the father packed his suitcase to go home and put in the dirty shirts. I explained that he had worn them on the train the day before. We stopped for quite a discussion of sleeping cars during this reading. After the end, Murray asked, "Did the mother come home, too?" I said that the mother had not gone away, and Selma said, "She couldn't leave Ruth alone, could she?" This story has been asked for every day and the children have talked about experiences of their parents or themselves in traveling. Matthew went to the Pennsylvania Station on Thursday to meet someone and told us about it, during the reading on Friday. On February second we talked about the snow. I said, "Let's talk about the snow." Then I asked, "Do you want to say something about snow, Selma?"

Selma: "It looks white."

Matthew: "It looks like sugar."

Bianca: "It looks like flour."

Murray: "You know when I was coming to school, I tried to make one (referring to a snowball) but I broke it but when I go out in the park with my daddy I'm going to get him to make me one."

Mark: "I came to school and had my shoes all snowy and I made a snowball with my feet and kept it rolling off my feet in the Alley."

Margaret: "Do you know when I go to Central Park, I'm going to try to make a snow man and snowballs."

Matthew: "Yesterday daddy made a great big tower that nearly touched the ceiling. It was very high."

Second Week

On Monday, "Spot" was read by request. There was great interest in the number of chimneys and milk bottles at each house. All had to show me on their fingers before I could go on. On Tuesday, after a trip, "The Dinner Horses" was used with Bianca as heroine. She said she had a big bed, when I read about the little bed. Things added to the grocery basket were lima beans, strings beans, oranges, apples, bananas, figs, carrots (Annie added this), beets, and milk. On Wednesday, I read "Old Dan Gets the Coal." The children were interested but made no remarks afterwards. On Friday, I told a very short story in the form of "The Grocery Man," about how we get our graham crackers. This was followed by original stories:

Margaret: "I went on a big old choo-choo and it said, "puff, puff, puff," and I saw some chickens out of the choo-choo window, and I saw some moo cows and some pigs and some roosters and geese and water and boats and ships and sailboats and motor boats and tug boats and big steamers and on the way home I stopped in a store, and then I had some ice cream and a little cakie and a nut."

Matthew: "I went to the Battery and saw the French liner come in. I went on another big boat and went all through it. I saw the dining room."

Third Week

On Monday I asked Murray who had been to see a steamer sail, and Annie who had been to Morristown on

Saturday, to tell of their experiences. While we were waiting for them to finish eating, I read back to the children some of their old stories. There was great interest in this, and each child wanted one of his or her stories read. Stories used have been: "Pedro's Feet," "Old Dan," and "The New Engine." Bianca asked the meaning of the word "steady," and after my explanation, the children tried making the chairs, tables, pitcher, and cups steady and unsteady.

Christina: "Once upon a time I was in bed up in Denville in the country and what do you think, I was sleeping and all of a sudden I heard pitter patter and that was the rain coming down, and there was a leak and they can't fix it because the chimney's built wrong."

Murray: "Once upon a time you know I saw a great great great big steamer. It was a white one and we went on for a few minutes and I saw Ellen and Ellen's father and I heard toots so loud and it was going and I saw the captain way way up and that's all I can tell you."

Annie: (Her first attempt. She had been to Morristown on Saturday and wanted to tell about it. She went so fast I missed some of her words.) "Once upon a time" (I suggested that she say last Saturday, so she began again) "Last Saturday, I went to Morristown and Hugh went for us and Ethel and Hugh came down to meet us and Jane came out but she didn't have her coat on. She's been sick and she can't walk now" (she described something here, I lost the words but she meant crutches). "So yesterday we came home and I didn't want to come home. I had so much fun with Jane."

II. PRACTICAL EXPERIENCES

WRAPS

Second Week

Annie told me at once on her entrance that she could take off her own coat and hat and has done so every day since. She hangs them up also.

Third Week

There had been a good deal of difficulty in getting on the children's wraps on the days when music lessons are given, as the group has to stay out in the little narrow hallway, and leggings and rubbers are unwieldy and difficult to put on in a restricted space. Resentment has been aroused over pushing. It suddenly occurred to me on Monday to explain to the children that owing to the size of the hallway and the number of children, pushing was inevitable. I suggested that each child try not to push, and also asked each child to excuse another child who pushed accidentally. There has been a decrease in friction, and a tremendous improvement in the general atmosphere. This is a good illustration of the fact that adults seldom analyze a situation into elements simple enough for a child to grasp. It also shows the response that comes from such an analysis.

SETTING LUNCH TABLES

Third Week

The value of a laugh in dispelling general ill humor and sulks came out well one day this week, while the children were at lunch. Murray, pouring the milk, spilled very badly, so badly that I was compelled to ask another child to continue the pouring. Murray was very cross, and Christina was prepared to join him in his sulks. She pushed Mark, who protested, and then she said in a very disagreeable voice, "We're all angry with each other, aren't we?" I made no answer, simply began to laugh heartily, and in a moment one or two children joined in with me. Then I said, "That's a good joke, Christina, we aren't angry a bit—we all play together and have fun, don't we?" There was a general assent to this, and good will and cheerfulness once more prevailed.

WASHING CUPS

Third Week

Murray was very irritable on Monday, so I let him wash cups immediately after luncheon. This kept him busy and interested and prevented trouble with other children. He washed the cups clean without spilling the water. Bianca did the same, but Margaret spilled badly on Friday.

ORIENTATION

Second Week

(See under IV Trips, Second Week)

III. SPECIAL TRAINING

PHYSICAL EXERCISE

First Week

Selma and Matthew tried to pump standing in the swing. Dramatic impersonation has begun in connection with the indoor slide. Craig, Murray, Juanita, and Matthew took turns being traffic policeman on Monday. The snow and ice has stimulated chopping and shovelling. On Tuesday, the entire yard hour was spent in this way. A wagon was loaded up with pieces of ice, but not used. Snow was put on the slide and then shovelled or swept off. There is great hilarity on a snowy day. Experiment on the parallel bars is still brisk.

Second Week

There has been much sliding and use of the parallel bars—the children enjoy very much holding on by their feet, taking their hands off entirely. They have learned

not to push each other's feet, but to keep a little distance away while this "stunt" is being done. They tried hanging on the side of the indoor slide on Wednesday—a new game developed from this. Three children stood on chairs and acted as "nice policemen" to help the others coming down. Annie went up the ladder at once, but needed my assistance in coming down. She soon learned, however, and tackled the outdoor slide on Thursday. The children worked well on Friday, filling up a big hole made near the parallel bars. I explained that such a hole had caused the ruin of the high trapeze, so we worked until time to go in, shovelling, hauling, and dumping the dirt.

Third Week

After keeping at it steadily for over half an hour, Annie learned to skin the cat. This is quite a feat for her, as she is so short.

SENSE TRAINING

First Week

Silence game with cups, only.

Second Week

I introduced a new listening game on Monday. I tried hammering, striking a triangle or the piano, hitting cups

together, and using sand scrapers, and the children named the different sounds correctly at once. I tried this with individuals on Friday with the same result. On Wednesday, we had the feeling game with cotton, which Christina brought to class, a nail, and a pencil. We have played the silence game every day.

NUMBER

First Week

The interest in number has been especially marked this week. When I asked Christina to get three and three crackers, she said, "That's six." Another child carrying two blocks in each hand, stopped me and said, "I've two and two blocks, that's four." Most of the children seem to have little difficulty with groups up to four. This is especially evident when we come to dividing our curved blocks, of which we have very few. Each child can tell me how many he has, except Margaret and Juanita. I worked with Margaret today when she was making candles for a birthday cake of clay. She can pick out three objects to match three fingers, but fails on four.

Second Week

I asked Murray to get three and three crackers, and he said, "That's six." Christina said at lunch on Thursday, "Murray and Craig are away today, that's two." Selma added, "And Bianca, that's three." Matthew can pick out two and two crackers without difficulty.

IV. ORGANIZATION OF INFORMATION

CONTENT OF PLAY AND DISCUSSIONS

First Week

An illustration of the fact that the children connect the chimney and smoke was Murray's making smoke from the erasers just after Craig had brought him a chimney for his house. Craig, in placing a chimney on Mark's house, said, "This is for the little stove in the nursery." Murray's low house, which he said was a "country house," led to a discussion of the bungalow with rooms all on one floor. Cardboard was used as a roof for this house and after a time, Murray said, "This old roof is worn out," and taking it away, brought a fresh piece of cardboard and put it on. New articles of food that have appeared in grocery play are: prunes, macaroni, cinnamon, molasses, bread, butter, eggs, and fish. As Bianca brought Matthew too many groceries, we had a discussion as to what happens to food after being delivered. The processes of cooking it and eating it, and the disposal of refuse by putting it in the garbage can were gone over. The process of preparing clay for modelling purposes, by adding water, letting it stand, and then kneading it was discussed. Ice has been brought in from the yard and melted on the stove. When a child put ice in his pocket, we discussed the temperature of the body and the heating of clothing from the heat given off by the body. Medicine was administered to a sick animal that had been

poisoned, and I told the children at the time of the danger of spoiled food. When we saw an ice wagon delivering ice on a trip later in the week, I emphasized again the necessity for keeping food at a low temperature. The use of the telephone in ordering food and the way of using the phone book were discussed. As a station for passengers has been built this week, we had a discussion of sleeping cars and the reason for dirt in trains described in the story of "The Journey."

Second Week

Murray, Matthew, Selma and I talked over freight on Monday, when Murray brought over a very long train for his track. I explained that freight trains were loaded with many different kinds of things—coal, food, furniture, machinery, etc. The children were interested in the new tin waste pipe for a nearby house, but this interest did not hold very long. They noticed the difference in color between the old and new pipe and Murray asked if they were going to paint the new pipe. The man said, "Yes." As the children did not ask "why," I did; and I showed them where the old pipe had rusted through. Christina asked one day, "Does flour make bread?" So we talked about the different foods it is used for. Murray said when they were playing foxes in the yard that the mother was going to lay an egg, so they could have some little foxes. I explained the mammalian method of reproduction. At lunch time on Wednesday, a story was told in which a pig was mentioned. He was branded at once as a smelly animal, so I told the children about the dif-

ferent ways of keeping pigs, and how this affected them. Skunks were mentioned as really smelly animals. The people in one of the children's stories went out and ate grass. This was challenged at once by, "People don't eat grass." I said, "No, but what grows in the field that they could eat?" Matthew said, "Blueberries," and some one else said, "Yes, but not if it was winter." When the block play has dealt with the transportation of milk, the empty cans have been returned to the country. On a trip last week, the children noticed empty milk bottles outside the houses. The only meat Murray seemed to be familiar with was chicken. He also said "pig," so I gave him the names of ham, bacon, and sausage; and after he had slaughtered the cow—beef, roast beef, and beefsteak. A fire engine discussion again brought out the fact that Matthew, Christina, and Murray are clear on the point that water puts out the fires. I showed the children the ashes in our stove, in an attempt to clear up that difficulty. (See under IV Content of Play and Discussions, January, Third Week.) Paper and wood and matches were needed to start a fire, the children said. In this connection, it may be interesting to note that when Murray delivered meat at Bianca's house on Thursday, she was in the hall putting on her leggings; Christina wanted to put the meat on to cook at once, but Murray said no, they would have to wait for Bianca to get a match and light the fire. This shows how much more carefully the children are following through an idea. On Friday, we discussed the time of the appearance of the sun, moon, and stars in connection with Christina's drawing. All seemed clear on this. I am working with Bianca on the English names for parts

of the body, using the dolls as illustrative material.

I had a discussion with the children playing butcher as to different methods of getting orders. Chops and chicken seemed to be the only meats known. Matthew knew that horses have to eat oats, and Bianca added, "If you don't eat you get dead." Christina made a garden by putting nails in a piece of wood and named the following flowers: sweet peas, dandelions, daisies, and poppies. New heels on Mark's shoes led to a discussion of the shoemaker and his business. We talked about the different parts of shoes—soles, heels, and tongues. At luncheon the next day, while talking about human tongues, a child said, "All shoes have tongues, too." Some one else added, "Except pumps," and another child, "And button shoes." Railroad tracks were covered with the sawdust collected from under the bench one morning, and the children told me it was "sand, to keep the engine from slipping." Mark's train, which carried food, led to a discussion of the dining car as well as the sleeping car. Both Christina and Matthew knew about this. Bianca ran a train which she called a "porter train." A lumber yard was talked about as a place where carpenters go when they want to get wood to build a house. The sand in the new sand pile was used as cement one day, so we talked about the uses of cement. Murray was playing with a piece of metal and he put his cup on it. As it swung back and forth it hit the metal and made a noise. Murray said, "That's a bell buoy." In answer to my question as to a bell buoy's use, he said, "It tells the ship not to go near the rocks." Hospital play showed a knowledge of the taking of rectal temperature, and the application of

mustard plaster. We talked about the possibility of taking temperature by mouth, also. At lunch time on Friday, I was called away for a moment, and on my return, I found the children laughing heartily and saying, "Wouldn't it be funny if we drank our milk with our ears?" This was greeted with shrieks of laughter. Then another child would say, "Wouldn't it be funny if we drank our milk with our eyes?" "With our nose?"

TRIPS

First Week

I took six children on a trip on Thursday. We stopped and noticed a man painting a house opposite number fourteen. They asked about the long ladder. We went into a grocery store on Eighth Street and saw the grocer filling a bag with apples. We also saw potatoes, lettuce, egg plant, and cauliflower—the latter two vegetables were new to the children. We went upstairs in the stable. Some one asked what the big tub was for and Selma said, "For water for horses to drink." We saw a horse going out with a wagon. There was great interest in this. The children walked along quietly, stopping at crossings. I let them run up the Alley but stopped them at the yard of number thirty, and they went in quietly. We saw a big coal truck arrive with coal that morning, saw a man jack up the truck body and the coal come down the chute. We discussed the loading of the truck at the coal yard and its return there for a fresh load.

Second Week

Christina and Murray were the leaders. They fooled at first, so I explained we could do that at school, that we were out to "see and hear." Christina heard "coal," and then we turned a corner and saw a big wagon delivering coal. The children noticed ice in a wagon standing by the pavement, and also noticed another coal wagon on the way home. The blacksmith was heating, and then hammering shoes. Murray: "Why does he put it in the fire?" "Now he's hammering on the anvil." Mark: "Look, it's not so red now." I explained that the shoe was cooling off. "Where are the horses?" some one said, and the reply from another—"Out getting food," or "sleeping." I made no suggestion—Selma knew which street going home. On the way up the Alley we met two horses being taken to the blacksmith.

M A Y

Note: Christina and Selma have left for the country, so the class registration will now be only seven.

I. PLAY EXPERIENCES

BLOCK BUILDING

First Week

The new feature in block building this week has been the fine cooperation displayed by children working together. Annie was the only child to build alone. When Mark began a track on Thursday, he said, "I want somebody to build with me," and Annie, putting away her own blocks, joined him. On Monday, Mark and Murray built a fire engine house of the longest blocks, carefully built and roofed in. They worked well together, and without friction. Murray accepted all Mark's suggestions, and all his corrections of his, Murray's, building. Each time that Murray did not place a block straight, Mark carefully laid it straight and true. There was much conversation; Mark foresaw the size of the block needed for a certain space and said, "We need a small block." Then he ran to the cupboard and, bringing the block back, fitted it into the space while Murray jumped up and

down with excitement. Mark then returned for more blocks and came back with four, saying, "I'm taking four blocks." Murray did the same, only he said, "I'm taking three blocks," which was correct. The house being finished now, they ran to the cupboard for the fire engine. Each wanted an engine but there was only one, so I suggested they use another kind of wagon as an engine. This turned out to be impractical, as each child who had made a wagon recognized his or hers as it came from the shelves, and called out that it was a milk wagon, or a lumber wagon. Mark and Murray then made efforts to adjust to the situation of only one engine. Mark said to Murray, who was holding it, "Would you just lend me your fire engine?" And then they said something about turns and carried it over and put it in the house. A small house for the firemen was built beside the big house, and Mark then wanted to put a chair in. This was accomplished readily, but the table they wished to use proved to be too large, so the small house was taken down as Mark said, "I'll tell you, let's do—let's make a porch," putting the table down outside the house. Both children became interested in another child's work for a few minutes, but Mark remembered the porch and went after blocks and Murray joined him. Mark said, "Now we got to make a fence," and they placed blocks around the table. Later, two yards were added, square outlines with blocks, each one laid crooked by Murray and made straight by Mark. There was great joy and excitement all through this construction, which took the first hour. On Tuesday, Mark began a house, a small triangular outline with a roof. Joined by Annie, he covered the

roof with cylinders and they built a track across the room, using tables and chairs as tunnels. After lunch, Juanita and Bianca made a construction of the longest blocks, two floors high. Bianca said the lower floor was where the "sofa" was and her further efforts to enlighten me were not understandable, but she had an idea in her mind. On the next floor, a stove was made of blocks, and chairs and beds were placed in a room. The children added a porch for the large table. Dolls were brought over and put to bed and seated at the table. Both children regretted having to go home, just as they were getting ready to add a bathroom to the house. Selma made a strange little house of prisms and cylinders on Wednesday, which she called "a funny house." A long track built by Annie, Peggy, and Mark had to be taken up before our music lesson. After luncheon, Juanita and Bianca began another big house. This time only the lower floor was completed. As the construction was in the corner of the room, it could be left up, and Bianca noticed it at once next morning, and called Juanita to come and build with her. Very little more construction was done on the house, however, as interest ran over into dressing dolls. A complete outfit was achieved for a mother and a father, and they were stood up together in front of the house. Matthew and Selma were meanwhile working on a house nearby, and there were many comments made on each other's constructions, each pair of workers lauding their own efforts and discrediting the other's. For instance, Matthew said, "We have windows." Then Juanita hastily made a window in her house and remarked that she had windows, too, and her house was bigger.

Selma and Matthew worked steadily at building the first hour, making many little rooms covered with blocks, cardboard, and paper. "We don't want any cracks," was repeated over and over as humorous refrain and eventually proved to be so funny I diverted attention by having them set the table for lunch, as they were becoming over-excited. Annie, meanwhile, had built a railroad track alone, and started a train on it. When her interest seemed to be flagging, I suggested that she bring in milk for the children's houses. She agreed to this and asked if they wanted milk. Matthew said, "We want cream," and Juanita, "We just want milk." Annie delivered and Matthew said, "Now we must take the roof off." Then he put the cream in their ice box. On the way back to her train, Mark stopped Annie to say, "The train man doesn't deliver milk," so we had a talk with Annie on the subject of milk transportation. Mark answered Murray's criticism of his engine, "It hasn't any boiler," by saying, "It's a 'lectric choo-choo engine." Murray was satisfied with this, and came and told me about it. On Friday, Matthew and Selma made a small house with several rooms, but lost interest; that was the only block building done that day.

Second Week

Interest in building together was strong this week. Very good work has been done. Mark and Annie began a track on Monday and were soon joined by Matthew. In a short time a fair-sized track was completed. The two boys were better able to cooperate than Annie. Re-

marks during construction were: "Play the choo-choo train goes here, Mark." "We need a curve." "No, turn over this way." "Oh, yes!" Later: "Let's make a car barn." This was started with the largest blocks. "We want to make tracks for the trains to run in here." Some one started to put on the roof, when walls were only one block high and Mark said, "I don't want the cover on yet. We want it to be this high," adding a block to the wall. Matthew said, "Put them (i. e., blocks for tracks) close together, so we can have lots of tracks." "We can walk on the tracks." Annie said, "Train barns have windows." Later when they were ready to run trains: "Oh, Mark, I'll get a train for you." Matthew then said he couldn't finish putting on the roof because there weren't any more long blocks. Annie said, "There, we can use these," and taking some from the track, gave them to Matthew and replaced them with shorter sizes. Some one started to make a door for the car barn and Matthew said, "We don't need a door, they don't have doors on train sheds. They don't at the Grand Central Station." Mark and Matthew now ran trains, taking them into the car barns on certain tracks. As Mark ran his train down to the end of the track, he called out, "We got to get a bumper, because the train will fall off the track." Then he ran to the cupboard and ran back with a block which he set in place at the end of the track. Annie, meanwhile, made a small construction some distance away and then said, "Play this is the station, Mark." Mark replied, "That's too far away." I did not want Annie to be discouraged, so I suggested that she build a track from the main line to her station and this she did. This play took

up the first hour, and the children were greatly interested in it. On Tuesday, Mark and Matthew started a bungalow. Several rooms and a long hall were made, but interest was not as intense as during track building the day before. Peggy made a house of double unit blocks, consisting of two rooms. The walls were made of the double units with prisms on top of them. The wall between the rooms was a double unit block with three prisms standing upright on it. A double unit rested on these and two small cylinders ornamented the top. Murray, meanwhile, had been building an accurate track, partly elevated and partly level. After talking to Peggy, he and she ran trains on his track. He said, "My train's a milk train. It's way out in Littlestown." The children used small cylinder blocks for milk bottles and little round pieces of wood for cream. On Thursday, Murray and Selma decided to build together. They worked on separate schemes, however. Selma made a tower and Murray a track which led to it. He worked with great care, fitting curves on an elaborate track, and would not come to luncheon until the track was completed and the bumper placed at the end. On Friday, Matthew and Selma built a house—one large and several small outline rooms at first—then Matthew said, "This must be the elevator hall," laying blocks in two long lines. A small cylinder served as an elevator rope, placed inside a square of unit blocks. When a discussion arose about the rope, Matthew said, "I know about elevators, I've got one in my house," but Selma replied, "I've been on one in the Museum." I asked what kind of a house they were building and Matthew said, "An apartment house."

Later Matthew said, "That must be the bathroom," to which Selma answered, "Yes, that's so little." Other remarks: "This must be the dining room." Then they went after a table but this proved to be too big to fit in the dining room, so one of them said, "This must be in the big guest room." They added a roof of cardboard, and Matthew said, "This house is very frail." "What does frail mean?" asked Selma. "It means breakable," said Matthew. Part of the house was roofed in with blocks and an upper floor added. Murray, meanwhile, worked alone on a railroad track, and ran a train on it. This track led to Matthew's house and Murray meant to bring food on it but did not get around to this, it took so long to build the track.

Third Week

Bianca made the letters of her name with blocks on Monday. I asked her if her mother had showed her how to do this at home, and she said, "Yes." Later, she joined Juanita who was building a house. A very large floor was laid down, three of the largest blocks in length and four or five of the same size in width. Walls two blocks high surrounded this. Joined by Peggy, the three girls used this construction for dramatic purposes. Matthew was pressed into service as the father, after one of the girls had insisted that they must have a boy for this rôle. Murray's railroad track, which he built alone, brought the family bread. This play was continued after lunch. Benches were placed beside the house and Juanita, the baby (at first, no member of this group would con-

descend to be the baby in family play), was put to bed on one, and covered with a diminutive doll's blanket. On Tuesday, Peggy laid a railroad track halfway across the floor. Mark then came and worked with her, and after continuing the track to the opposite wall of the room, a bumper was placed at the end. Peggy then began to run a train. Juanita now tried to persuade Peggy to use Matthew's flag, made the day before, as a signal. Peggy refused this suggestion when made by Juanita, but accepted it at Matthew's urging. It was used once and then allowed to stand by the track, unnoticed. Murray, meanwhile, was working absorbedly at a track of his own. Peggy said to him: "Make your track come to my track," and Murray gladly agreed. Juanita wanted to build a house, but she desired Peggy's assistance and support. I waited for some time, hoping Juanita would begin alone, but she kept on talking and talking to Peggy, so I suggested that she make a station, which the track needed. This suggestion was not heeded, but a few moments later Peggy said, "Make me a tunnel." Juanita made a small tunnel and then began, of her own accord, on a station. A discussion arose over the tunnel as it was not dark inside. Murray said, "It's not long," and I explained his meaning to the other children. Murray and Peggy ran trains steadily, remarking that they were going, not to Washington, as some one had intimated (the destination of Ruth's father in Mrs. Mitchell's story "The Journey"), but to Stamford. Matthew, meanwhile, ironed his flag and then Bianca's, and they were again placed beside the track. Mark wanted to make a subway of Peggy's track, but she objected,

saying she couldn't run trains then. Mark then started on an elevated track, working alone, but with little interest. Mark was the only builder on Thursday. He made a fire engine house. Murray, while building on Friday, sang the tune of "Pound, pound," to la, la, la. He and Bianca began tracks together, but talked so much and accomplished so little that I made them do individual work.

Fourth Week

Mark and Annie began track building at once on Monday. Two tracks were laid side by side, Mark being the leader, and Annie the follower, as far as plans were concerned. The tracks began as elevateds, went down to floor level, and then up again. Annie said, "Is this how you want it, Mark?" when fixing the incline from the elevated to the lower level, and Mark said, "Oh, I'll show you how I want to do it," and then arranged the blocks. Annie then went off on her own construction, saying, "I'm going to make a bed." She completed a small square arrangement, and then returned to the track building. Later, I heard her telling Mark the bed was a tunnel. Murray, meanwhile, joined Mark and added a track, saying that now they had three tracks, "I saw it in Staten Island." Mark: "I guess we'll have an express track." Then he went to the cupboard and wired together a train, saying, "I'm going to have a local." He brought the train over to the track and began to push it along. Annie, meanwhile, was laying two tracks as an offshoot from the boys' tracks. Murray wired together a very long train,

calling it an express train. When Mark came to the end of the track, he wanted to turn his train around and asked me how to do it. I explained the loop in the New York Subway at South Ferry, and Mark then made an elevated loop, working very hard with constant exclamations of "Gosh!" and "Hey!" as the blocks fell down. He adjusted them with great care and accuracy, and then turned his train by running it around the loop. Murray's train was now running, and meeting him, Mark explained, "This is the express track (meaning the track carrying his train), and this is the local track." Now coming to Annie's track, he said, "Which is the local track?" and ran his train on the one which she indicated as the local. Annie does not understand these distinctions as the boys do, though they told her that an express stopped only at "the big stations." I supplemented by saying that locals stopped at small stations, and Mark corrected this inadequacy by adding, "and big stations, too." Mark's train in negotiating the curve on to Annie's track, fell off on to the floor. Murray at once said he would be the wrecking train, so Mark called, "You better come quick! There's a wreck in the river." Murray rushed so fast with his cars, they broke apart. Annie tried to pick up Mark's train but was remonstrated with and urged to wait for the wrecking train. It took so long, however, to wire Murray's train together that they all forgot about the original purpose of bringing it over, and Mark finally picked up his own train and went on running it. A signal was placed at the curve. Annie also ran a train for a few minutes. Mark and Murray built tracks again on Thursday. Mark said, "Mine's

going to be a passenger train." "So's mine," said Murray, as he wired blocks together. Completed, Murray counted and told me he had eight cars. This was correct. Mark then said to him, "You can't play with me, I'm going to play alone." Murray replied, "I'm going to play alone." But they were soon working together. "Mine is a sleeping car," Murray told me. "Mine is, too," said Mark. Then they sang the Clickety-clack song as they pushed their trains along. Beginning with the idea of "high chair" for the baby doll, Bianca and Juanita made a very high table and chair on Tuesday, using double unit blocks on end. Juanita was very particular about the placing of the blocks which constituted the top, saying, "Tables don't have any cracks." When I spoke of the unusual size of the table, Juanita said, "We are growing up. That's why we can make big things." The children had difficulty in making the dolls sit down, so we talked about joints again. Neither child knew the name for hip, though both remembered knee and ankle. Bianca worked with much concentration on a large baby carriage of blocks, and did not come out into the yard until the rest had been there for some time.

PLAY WITH BIG MATERIALS—OUTDOORS

First Week

On Monday, the packing case served as the animal doctor's house and sick animals were taken care of there. On Tuesday, Selma and Matthew built a fire engine by placing the ladder on the two saw horses, and using the

blocks for seats. Matthew was the leader and organizer of this play. Joined by Annie, Mark, and Bianca, the children jumped off and on as Matthew ordered, using boards as hose and squirting water on imaginary fires. When I asked where they got the water from, Selma said, "From the hydrant." Sometimes the engine was mended, the mender lying at full length under the ladder and hammering. Peggy and Juanita played horse in the closet under the stairs. They were joined by Matthew and Murray. Peggy led this play; after asking the boys if they wanted to be horses and receiving an affirmative answer, she put them in one of the closets and said, "That's your stable." As it was "night" now, the door was shut, and Juanita was put in the other closet and shut in, too. When morning came, Murray wandered off, but the others remained interested for some time. On Wednesday, Murray, Bianca, and Juanita played house together. Murray arranged the chimney, a piece of wood held in place by two blocks, on the "roof" "over the fireplace." Hooks were nailed in to hang hats on.

Second Week

Juanita, Peggy, Murray, Bianca, Selma, and Mark played house all one yard period in a packing case. There was a good deal of difficulty in getting in and out of the case, which had a roof of boards. Mark insisted once on making a wider opening, saying, "We want some sunshine to get in to make it warm." Later, Mark played fire engine, calling out, "Every one will have to go away because there's going to be a fire. I'll be the

fire engine." Murray assisted Mark in putting out the fire, using a board as a hose. The others did not enter into this play at all. Mark became the father of the family by request, while Peggy was the mother and really organized and kept the game going. Juanita was the baby. The girls went out walking together, saying, "We're out in Central Park." When they came back, Peggy and Murray noticed that the boards on the roof were "tipply" and taking away a short board, put on a longer one.

Indoors. Benches have been used as boats and the chest of blocks was pushed over near the piano one day as a boat and blocks taken from it, when building a bungalow.

Third Week

Matthew, Juanita, Bianca, and Peggy, who had been playing house indoors, carried this over to the yard period, using a packing case as a home. Bianca was the mother, Juanita the little girl, Peggy the aunt, and Matthew the father. Murray delivered food to the house in the express wagon. Matthew worked with him during the day, returning home at night. Roast beef was the principal article of delivery. Later, the wagon became a train, Murray drawing Matthew in it. In passing a corner too quickly, the latter was thrown out, whereupon he ran into the house and got his signal. Murray showed him just where to stand, a short distance in front of the curve, and Matthew worked the signal, which Murray obeyed. On Tuesday, Murray again used a wagon as

a train. He showed me the station at one corner, and told me his train was carrying sand and cement for houses and sidewalks. Mark and Bianca played house in one packing case, making a yard and table of blocks, while Juanita and Peggy used the other case for the same purpose. Murray played butcher for a time, receiving an order from Mark for "tender meat, lamb chops, and tough cow." On Wednesday, a rather elaborate construction of the V's was taken over and used as a boat. A long, low arrangement of boards suggested a berth to some one, and blocks were placed around the sides of this, and boards placed on top to make an upper berth (Story of Ruth's father in "The Journey"). Bianca, as mother, and Juanita, as baby, slept in these, remaining quiet for some minutes. Later, Matthew and Murray did this, too. The boys then decided to take the large express wagon on board. Murray started to put it in the lower part of the box, but Matthew said, "That isn't the freight place," so they hauled it up to the roof by means of the see-saw board which was resting on top of the case. This job required thought and care, and they did it very well. Then the steamer set sail, and Matthew said, "You can't get off till you've been through quarantine. You must all be examined first." (His aunt has just come back from Europe.) This play continued for some time, passengers getting on and off as they pleased, a very loose organization.

Fourth Week

The packing case was used as a boat one day. There was a "captain's house" on top and Murray was the "pi-

lot." When I asked what the pilot did, Murray said he kept the boat away from sand, and Bianca that he kept it away from rocks. Murray fished with one of the chains and occasionally swept the deck. Annie and Mark played in the lower part of the box. Riding in the express wagon has become very popular.

CLAY

First Week

Peggy turned out many small products in clay this week, showing them to me as soon as they were completed. She made a sofa, a cradle, a turtle "with his head out and his legs in," and a dish. On Monday, she kept at this the first hour. This interest continued on Wednesday also. Murray made steamers on Tuesday and Wednesday. Both Annie and Bianca modelled turtles on Wednesday after looking at the turtles on the table. Bianca's was well shaped. It had a head and short tail, and four legs. These fell off as soon as she put them on, which troubled her a good deal until I helped her with them. Annie's was much like a spider—a flat cake with long, thin legs. Murray and Mark made fountains of clay on Friday. Each one had a pipe for the water, and an outlet also. They played with these, after finishing them, by pretending the water was overflowing. They ran screaming to me, so I pretended to turn off the water and then they played this themselves, using a safety pin as a faucet.

Second Week

On Monday, Murray made a very large heavy dish—

told me it was a "platter." On Wednesday, Bianca called her flat cake of clay a rug, the first time this has happened. Matthew made a lump which he called an egg. An extra bit of clay on one side was a chicken's beak. The chicken was starting to come out of the egg. On Thursday, Bianca made a fountain, a dish containing green peas, and an iron. Peggy made an iron also and a turtle and a dog—the latter had a slight resemblance to a rabbit standing up on its hind legs.

Third Week

Clay was not asked for on Monday. When Murray asked for it on Tuesday, I showed him that there was very little clay ready for use, and suggested that he look at the jar containing the old dry pieces. He put more water on them and on Thursday he and Bianca went with the student teacher to the office and brought back the plaster bats on which they spread the wet clay. They have seen me do this once or twice before. Now they wanted to do it themselves. They went ahead without my help, except in placing the plaster bats out of the way when the clay was on them. After luncheon, the children kneaded the clay. It was soon in good condition and then some careful modelling was done. Annie made a turtle which was a great improvement on her former spider-like contrivance. The shape was good, and a head and tail were added. Murray also modelled a well-shaped turtle. Annie next placed two lumps of clay one above the other. She told Mark this was a ferry boat. He protested, saying it had no seats on the outside. He was

making a fountain, but he changed it into a ferry boat after this, by adding seats, all running into the middle, and putting a "tooter" (a whistle) on the center upright. Juanita made a man and a bed, and Bianca a very good table and chair. Bianca also began a wagon, but only the four wheels were finished.

DRAWING, CUTTING, AND PASTING

First Week

On Monday and Tuesday interest was intense in making books. This was done by pasting sheets of paper together, and was introduced by Bianca last week. Juanita and Bianca worked hard at this on Monday, and the first thing on Tuesday, Bianca went to her shelf, got her book, and continued working at it. Matthew tried it on Tuesday, and became absorbed by it, working very carefully the first hour. His pasting is much more accurately done than anyone else's. He drew a small egg and then a larger egg with a chicken's bill on one end. This was the little chick trying to break the shell. Annie also drew nearly the whole hour on Tuesday. She made many circles with lines radiating in all directions. Some of these circles, with lines underneath only, were "cows." Peggy drew two pictures on full size sheets of paper on Thursday and then cut up many small bits and colored them.

Second Week

Bianca made a house on Monday and then cut it out. The house had a chimney on the roof, and doors and

windows were drawn on it. A toilet outside "in country" was attached to it. Juanita and Selma covered a whole sheet of paper with different colors. On Monday, Tuesday, and Wednesday, Peggy began the day by drawing two pictures. Juanita repeated her page of colors on Thursday.

Third Week

Mark again tried outlining around the blocks on Monday, placing two bricks with a square between them on the paper and then drawing around them. One of the girls copied this later in the week. Juanita made a sheet of all colors again on Thursday, and Annie, after scribbling, pasted one small bit of paper on the scribble.

BENCH WORK

First Week

Selma went to work at the bench immediately on Monday, and completed a bench hook without asking for help of any kind. The nails were placed in a straight line, even distances apart. This was quite striking. Annie tried to make a wagon. She put the wheels on the top, instead of on the side of the wood. As she seemed a little discouraged when the wagon would not roll properly, I showed her what the difficulty was. She then nailed four wheels on in the right places and was very happy

over the result. She spent the rest of the hour sawing up wood for milk cans. Murray made a bench hook on Wednesday from a chair he had made on Friday. He hammered his thumb so that it bled a little, but he didn't cry. Matthew made a wagon, adding a seat for the driver. Then he used it as a lumber wagon to carry blocks. On Friday, Bianca made a wagon with a driver's seat. She used a block as a horse, and put in the hooks and tied the string alone, the only one in the class who has done this. Peggy picked out very small pieces of wood to work with, but I gave her a larger piece and she said she wanted to make a bed. I showed her how to use the unit blocks for legs and she hammered two long nails in each end and was delighted with her finished product. She decided it was a table instead of a bed.

Second Week

On Tuesday, Bianca began what she called an engine. She used a unit block as floor and hammered sides on it; then she called me over and explained to me that the floor and walls were done and she was now going to add a roof. A trip to the shop was necessary to get more long nails, so the engine was not completed. On Thursday, Mark sawed and planed the entire first hour. He was preparing the wood for a purpose, but he forgot all about a product and never used the wood. Murry found several strips of wood several feet long in the chest, and decided to make a bridge. He nailed a top piece on one strip and then measured the third piece by holding it

in position at the opposite end of the top. He said at once, "It's not tall enough," and another child, who was using the same kind of wood, gave him her piece to try. This proved to be just about right, so she exchanged wood with Murray and he nailed the third piece on. The bridge fell over as soon as he took his hand off it and he wanted it to stand up. I suggested that he go out in the yard and look at our green arch. Selma went with him and they both noticed the large flat piece of wood which served as a base under each pole of the arch. They ran back into the house and Selma found one square piece of wood in the chest and Murray found another, and they set to work. I had been assisting Murray by holding his wood for him, but I stepped out as soon as Selma stepped in. The bridge was so tall the children sat on two tables to hammer on the bases. The bridge then stood alone and was at once used over a railroad track. I told the children that carpenters used a scaffolding when working on houses or roofs. Juanita began a ladder on Friday, nailing one step on and then putting it on her shelf to be completed later. Bianca nailed a roof of blocks on her engine, hammering long nails in with great vigor. Mark sawed and planed again.

Third Week

Peggy made a wagon—a nail driven part way into the wood, she said was, "where he sits," while a slanting nail was "where he steers." Matthew made a table—four nails serving as legs. Then he picked a long thin piece

of wood out of the chest, which was suggestive of a stick, and said he was going to make a flag. He nailed one of the doll's covers on, and was much pleased with the result. Later, Bianca made a flag after the same model, but she said she was going to make hers stand up, so she nailed a heavy flat piece of wood to the bottom of the stick. This was satisfactory, so Matthew did the same thing. The two flags were then placed out in the front yard of the school after a discussion had arisen, because Bianca wanted to put her flag in her house. Murray said people hung flags from window sills, and Matthew said they had them on roofs, and I said "yes," and added that people sometimes had flag poles in their front yards, hence the exodus to the yard of the school. On Tuesday, Bianca spent the whole first hour getting wood ready to make a bed. She sawed, then sandpapered, and planed. Finally she had to go down to the shop for more wood of the kind she wanted. On Thursday, Juanita started sawing a piece Bianca had left in the vise, so the latter remonstrated, and started putting her bed together. She nailed a piece on one side, then measured another piece of wood by this, and after making a line herself, sawed off a second side the correct length. She nailed this on, putting one nail in each end, and then wanted pieces of wood below the two sides as legs. I suggested that she put pieces across the ends for legs, so she measured again, and then sawed off and nailed on one leg. Her planning ahead, her definite ideas as to just what she wanted to do, and her ability in execution were remarkable. The bed was put away on a shelf, and finished the following week.

On Thursday, Murray made a table, nails again being used as legs.

Fourth Week

Bianca completed her bed, worked on so hard last week. She used a block for the second leg and then noticed that the bed sloped when placed on the floor. The block was a little thinner than the piece of wood used as a leg on the other end. After thinking a moment, Bianca said she would saw a piece off the other leg and this she did, after I had helped her to measure. Then she placed a doll in the completed product and covered it with a blanket. Annie and Mark made signals one day. Mark's was very well nailed. Annie still has difficulty in nailing. On Friday, after Bianca, Mark, and Murray had packed a chest of blocks to be put away for the summer, I asked them if they would like to nail on a cover of loose boards. Murray was not interested, but Bianca and Mark sawed off five pieces of board and nailed them on.

MUSIC

First Week

Miss Hubbell began the lesson on Monday by singing the children a song about a farmer, and then she introduced a new song, asking one of the children, "Will you tell me, little —, what you are doing?" And the child named replies by illustrating some of his own activities in

rhythm. The song of the two fishes, "Tiddlydewinks and Tiddledewee," was greeted with shouts of laughter. "Pretty Little Goldfish" was sung next; then the children listened to piano music and different children went on the floor alone. On Wednesday, swinging sticks began the lesson; then Peggy, Annie, and Mark were given floor work alone. Selma recognized the tune of Tweedledum, and Peggy recognized Please Keep Still, when played on the piano. Band work closed the lesson. The children are much better now about not playing until the piano begins. Miss Hubbell asks them if they can hear the music in their heads and they swing the rhythm before beginning to play. All stopped at the right time.

Second Week

Matthew gave out the sand scrapers, and the lesson began with the engine song. Murray asked for "Clickety-clack" and this was sung, very good rhythm work being done by the children. "See the Engine Rush Along," followed. Then sand scrapers were taken up and sticks given out by Annie. The children listened quietly to the music that followed. Peggy said it was "walking music" and she and Annie demonstrated this by walking on the floor. Annie said, "Peep Gray Mousie" was "sleepy music" as soon as it was played. While sticks were being taken up, the children began spontaneously to clap in time to a march being played. Selma recognized "Good Morning Little Yellow Bird," when Miss Hubbell hummed it, and the children then dramatized this song.

Third Week

The children are as interested as ever in music. There is nothing new to report except that a correct interpretation of a jig tune was spontaneously given.

Fourth Week

Many songs were requested by the children this week, and each one was sung several times. On Wednesday, a rainy day, "Dripping Goes the Rain and Slipping Go Our Feet" was sung. The children have responded well to marching, dancing, and band work.

STORIES

First Week

On Monday, the children were eager to tell of their Saturday and Sunday experiences. I read "The Little Gray Pony," by request on Tuesday. Matthew said mules were used in mines to pull cars. On Wednesday, the children responded with great interest to "Pedro's Feet." They went to sleep at the end and reproduced Pedro's actions accurately. Original stories were told again on Thursday. "The New Engine" was read by request on Friday. Three children, Annie, Selma, and Mark went away from the table. The other five were deeply absorbed in it.

Juanita: "I went to the circus and I saw two animals

and I saw two elephants and I saw a lion and I saw big turtles some growing up and some were mothers because they were already growed up and some were fathers. They were just like your turtles—one was a little boy and one was a little girl—the one that was like your turtle was the little boy.”

Peggy: “Once upon a time there was a little girl and she was playing out in the yard with a little boy and she picked a flower for the little boy and she picked a flower for herself and the little boy was her brother and she went in with the little boy and gave him a cracker and got one for herself . . . and she went upstairs and she came down with a hoop for herself and one for the boy and they went out in the yard and played and then came another little boy. He was one of their friends and he used to come and play with them, and the little girl’s name was Katricia and the little boy’s name was Jack and the little boy’s name was John, and Katricia was bigger than John and Katricia could fight more than John because she was the biggest.”

Second Week

Original stories on Monday. Ruth’s father’s journey by request on Tuesday. “Lazy Parrot” on Wednesday. Some one said, “He ought not to have any food if he doesn’t work.” Friday, I read “Pedro’s Feet.” This is a great favorite.

Third Week

I read “Auto, Auto,” several times to the children.

The last line reads, "Through the country green," and I said, "What would you say if it was winter?" and Matthew said, "Through the city white." After reading "How Animals Move," the following additions were made to the things boys and girls can do: jump, climb, feel, hold, and run. As soon as I started to read "My Kitty," a child said, "That must be Spot." I also read "Old Dan," and then Juanita told us about having seen a runaway milk horse.

Fourth Week

I read "The Journey" on Monday, as there had been much railroad play that morning. The children again showed the position of the upper and lower berths by their hands. Murray told about seeing a friend off on a steamer to Bermuda, and described the berths in her stateroom. This story was asked for on Tuesday, when I began "The New Engine," so I read it again. Mark and Bianca went to sleep, resting their heads on the table, when the story told of Ruth's father sleeping. When the suitcase was packed, "neckties, collars, and shoes" were suggested as additional travel requirements. Original stories were told on Wednesday.

ANIMALS

First Week

The turtles are still very interesting to the children and they take them out on the table nearly every day.

Second Week

Turtles have been played with every day after lunch for a few minutes.

Third Week

The turtles were brought over to the luncheon table by Murray and the student teacher, while the children kept their eyes closed and listened. They told me they heard the wire cover being taken off. They also heard the aquarium put down on the table. Murray said they might have heard the pebbles rattling. This was done again on Thursday and the turtles fed.

Fourth Week

Bianca and Murray helped me clean the aquarium one day.

II. PRACTICAL EXPERIENCES

PUTTING AWAY

Third Week

I have found that using the small benches turned upside down as boats has led to confusion and quarreling, so after explaining to the children that good work has not been done with them, I asked them to carry the blocks

to the cupboard in their hands. They accepted calmly the interdict about the benches, but immediately began making individual boats, with one long block as a foundation. Ferry boats were constructed of such a block with unit uprights supporting another long block. I gave the children the word deck when they spoke of floors on a boat. These constructions made putting away very slow. Peggy worked well, piling in the cupboard.

Fourth Week

The children did a great deal of packing up on Friday. After visiting the new school on Thursday, we discussed ways of moving, so they were ready for the packing on Friday. All the blocks from the cupboard were placed in chests, the pencil boxes were put in a big box, and the children went several times down to the office to leave odds and ends. This was done with enthusiasm.

WASHING CUPS

First Week

This is still a sought after privilege. Annie did it on Tuesday, and, without my asking her, she took the dishpan and mop into the next room and put them away, and then wiped off the table. Selma repeated this efficient performance on Thursday. Peggy washed well, but has to be reminded about putting away.

Fourth Week

So few children were present this week, the regular procedure has not been carried out, and as no one asked to wash the cups, this has been done outside of school hours.

FLOWERS

First Week

The flowers are faithfully watered. A tulip brought by Selma, and narcissus and sweet peas brought by Bianca, have been on the lunch table every day.

III. SPECIAL TRAINING

PHYSICAL EXERCISE

First Week

On Monday, the returned ladder, mended at the shop, was pounced upon at once by Matthew and Selma, placed under the rope and climbed on with much joy. Later it was used against one packing case, while a board led over to the next case. The children climbed up the ladder, then across the board into the other case, out of that to the ground, and then ran around to the ladder and began again. Peggy and Annie were both a little fearful about crossing the board, but Mark, Selma, and Matthew walked

across after the first trial. Later in the week, the ladder was found leaning against the wall. Selma climbed up, then let herself slide through between two rungs and, after hanging for a while, dropped to the ground. This was tried on Thursday by Selma, Matthew, Bianca, Juanita, Annie, and Peggy and was continued for three quarters of an hour. Playing horse this week developed into driving pairs of horses round and round the yard. Six children engaged in this for some time.

Second Week

Dropping through the ladder was again popular. There was also much digging this week. Matthew swept up the walk, while I shovelled away piles of dirt, for about fifteen minutes on Tuesday. Sliding and swinging on the rope took place as usual.

Third Week

Matthew stood up in the center of the see-saw, and balanced very well. When he lost his balance, he jumped off quickly. Annie is the only child who still feels adventurous when walking up a board. She called to me excitedly to look as she did this. Of course, this is just another way of saying she is behind the others in her ability to balance herself. The large express wagon was used a great deal on Thursday, Murray pulling Bianca round and round the yard in it. On Friday, Juanita was given a ride. The wagon then became a train, and

Murray responded instantly to a signal which I worked for him.

Fourth Week

Big blocks covering the slide all the way down were used to make sliding more exciting by Annie and Mark. Annie was a little timid about coming down with nothing to hold on to, but not Mark. He used the wagon as a railroad train. Noticing that one side was loose, he ran into the house after the hammer, without a word to any one. Going up the ladder and coming down the rope was tried several times on Tuesday. Annie required much assistance, but attempted it just the same.

SENSE TRAINING

First Week

On Monday, the general listening game brought forth the remarks that some one had heard "talking," "an auto," "a bus." On Tuesday, I tried the children on musical instruments I have used before, adding the tambourine. After playing the hiding game on Thursday, we played the feeling game and the children guessed correctly: sand-paper, clay, cylinder block, crayon, square block, safety pin, and scissors.

Third Week

Listening—(See under I Animals, Third Week)

NUMBER

Fourth Week

On Monday, when getting ready for luncheon, I asked Mark how many people there were in the room. He said, "Four children and three ladies, that's seven."

IV. ORGANIZATION OF INFORMATION

CONTENT OF PLAY AND DISCUSSIONS

First Week

Murray's injured finger, from which the nail is coming off, caused a discussion of the fact that nails are growing all the time. This led to mention of the fact that blood is continually circulating through the body, as Murray said his injury was due to a "blood vein." Matthew said, "If your heart stopped, you'd die." I spoke of the blood as furnishing the heat of the body. We had a discussion of bumpers one day, as Mark objected when some one said trains really bumped into them. A child said the subway had no bumpers, so I explained the loop at South Ferry. Juanita said, "The subway gets to be elevated." This was concurred in by every one. Murray said, "Trains go in tunnels in cities," so we talked about the congestion in city streets as the reason for this. Mark corrected Annie when she played she was engineer of her train and milkman at the same time, showing her

that she must stay by her train, that another man must deliver the milk. Murray placed his chimney directly above his fireplace in his house in the yard. The children were careful in building houses to guard against leaks in the roof. There was a discussion of rust during a pause in Annie's story. One fire engine house was built with a place for the firemen to stay in. Stoves and iceboxes have been placed in houses built this week. As soon as it was suggested that milk was coming to his house, Matthew said, "We must make an icebox."

Second Week

This week, for the first time, a chimney appeared on a house drawn with crayons. The running of trains into train sheds developed in the railroad play, and the Railroad Book was looked at, at my suggestion, to verify Matthew's statement that train sheds have no doors. A thick piece of glass brought to school by Murray brought up the question of things looking differently through such a glass. An oculist was spoken of as a doctor who treats eye troubles. An elevator has appeared this week for the first time, in connection with house building. It was placed in an apartment house. The children started talking about breakfast on Monday, so I said each one could have a turn to tell what he or she had had:

Mark: "I had milk in a cup and then I had a triscuit."

Juanita: "I had a egg and milk and orange."

Bianca: "I had a orange juice and cereal and milk and egg, that's all."

Murray: "You know I had egg for brekkus (Murray

was admonished by Matthew to say 'breakfast,' not 'brek-kus') and milk and cereal and toast and I had crumb cake and cocoa."

Annie: "I had cornflakes and milk."

Peggy: "I had egg and toast and milk and orange."

Matthew: "I had orange juice before breakfast. I had two dishes of H. O., and I had some coffee ring."

On Thursday, the children began fooling with their cups and saying, "blue—white," so I asked what colors they could name and they said: white, blue, red, yellow, green, purple, orange, black, and brown. We were going on a trip, so we talked about general behavior. The children said they must stop on street corners.

Third Week

The children's observation of flag poles was shown in connection with flag making. Roofs and window sills were given as the usual places. Semaphore signals have come into use in railroad play. They are only sporadically used, but are well understood and obeyed. Decks on boats were spoken of when boat building; also the fact that ferry boats have seats on top. Murray showed his knowledge of the fact that the length of the tunnel is connected with the light or darkness inside it, in his remarks about Juanita's tunnel. (See under I Block Building, Third Week.) A train carrying sand and cement for houses and sidewalks showed association of use with this material. An upper and lower berth appeared in a boat constructed by the children. A special place was set aside for freight. The preparation of wet clay for use was carried through

by the children for the first time. On Monday, I showed the children a postal from Margaret and they were much interested. They knew she had gone to the country. They pointed out the grass and a mountain to each other and Matthew said, "Look at the telephone wire." Murray said, "Maybe that's Margaret's house," pointing to a house on the card. On Wednesday, Matthew laughed at Juanita's Spanish pronunciation of a word, so I explained to him that people in different countries spoke different languages, and that Juanita could speak Spanish, and Bianca French, and I German. Then I gave him the names of the countries where these languages were spoken. I said, "Good morning," in English, then in German, and I asked Juanita to say it in Spanish, and Bianca in French. I repeated this with "Good night," and all four children were intensely interested, so we tried the same thing with chair, table, hammer, saw, and nail. Bianca and Juanita were delighted with this. They have been secretly a little ashamed, I think, to speak their own languages for fear of being laughed at. Bianca volunteered to tell us how ice cream was said in French, and Juanita repeated a whole sentence in Spanish. I told of an experience of mine in a French restaurant when I couldn't order any dinner, and Bianca told me how to say beefsteak, potatoes, and water. I said to Matthew, "You would have the same trouble I had, Matthew, for you couldn't understand French either." He replied that he could say "Good morning" so that we couldn't any of us understand it. He could say it in Norwegian, for he had a Norwegian cook! This closed the discussion, but I have noticed since that Bianca and Juanita are much

freer in using a word or two of their own language when they want to.

Fourth Week

Mark telephoned for the wreckage train when his train met with an accident. Express and local tracks were used for express and local trains. The signal was again used in railroad play. A pilot's duties were defined as keeping the ship from sand and rocks. Different kinds of pavements were noticed by the children—cement and paving stone. They knew water was needed to mix with cement and sand. A high chair was built for the baby doll.

TRIPS

First Week

On Monday, I took the children into the Alley to see the roofers at work on the house next door. Tar was being melted and sent up in pails to the roof. Bianca asked a workman what he was doing and he told her, and explained that the men were throwing the tar on the roof. We saw bags of pebbles being hauled up and talked about their use on top of the tar. I explained the danger of rust when the roof was made of tin. I left Murray in the yard, as his behavior on the last trip was not trustworthy and I had told him he could not go on the next trip with the group.

Second Week

On Monday, the children went with me to a butcher shop on Eighth Street to get meat for the turtles. On the way back, they noticed some workmen apparently mending the street, and asked to look at them. We crossed Eighth Street and found three men making a square hole in the ground. Bianca asked, "Why are you doing that?" A man said they were trying to mend the electric light wires. He was holding an iron bar with a sort of tongs, while two other men hammered on this to break up the concrete under the roadway. Murray explained to me that the man wasn't holding the bar with his hands for fear he might get hammered. The concrete broken up, the workman leaned over and picked out the pieces with his hands. "Why doesn't he use a shovel?" said Bianca, just as the man reached for his shovel. The men were impressed by this time with the children's intelligence and they told me we could see the wires in a hole further up the street. So we went and looked at them, and I explained that the wires were laid underground in cities to leave room for people on the streets. We also looked at the cable between the tracks for the Eighth Street trolley, and Matthew remarked that some trolley wires are above ground. On Thursday, we went to the new school. The children's powers of observation have increased greatly in the last month. They noticed everything to be seen on the way. Every one stopped well at street corners. I let them run down Macdougall Alley ahead of me and Murray with the others, stopped at the end.

He had missed a trip the week before owing to his habit of running ahead. On arriving at the new school, the children ran at once for the wash basin, although they had not been to the school and we have not mentioned the plumbing there, since the week of April fourth. They remembered that it was disconnected before, and were very much interested now when water came rushing out of the faucets. They turned on the water and looked at the connection of the water pipes in each room we entered. They also noticed all the new toilets. We stopped to watch a man planing down the side of a window and the children remarked on the big shavings as they fell down from the plane. Bianca said they were big because the wood was "so thick." We went upstairs and saw the classrooms to be occupied by the three- and four-year-old classes next year, and also the roof playground. In the four-year-old room, I consulted them as to where they thought the bench had better be placed. Selma said, "Between the windows here," but Juanita suggested the alcove at the front, because "There's more room there." This was a very good suggestion and was actually carried out. On our return downstairs, we went into the classroom for the five-year-old children, and I explained that that would be their room next year. They insisted on seeing the yard, so we went and inspected that. A cement sidewalk had just been laid in front of the school and the children asked how it was made. When I said I didn't know, Bianca told me to ask the workman. He came over and explained the process to the children, and they were alert and interested.

Fourth Week

On Thursday, I took the children on a final trip to the new school. The IV B group and their teacher went with us. Both going and coming, we stopped on Eighth Street to watch workmen laying stone flags. One man was cutting stone. The children asked him what he was doing, and he said, "Making the stone the right size." I showed them the empty place in the sidewalk where this flagstone was going, and made the analogy between measuring, marking, and sawing wood. I also drew attention to the earth under the pavement, which was exposed, as a child had said in the yard one day that there was nothing under the stones. On our way back, we found the men ready to lay the stone. One man was mixing sand and cement, and Bianca said, "I don't see any water," just as the workman appeared bringing a pail full of water. As the children had seen a sidewalk of cement at the new school, I pointed out the difference between flagstone and cement pavements. At the new school, I called their attention to the room they are to occupy next year. Interest was very strong. They insisted on going into every room in the building and also up to the roof. They noticed a little closet on the roof and some one said it would be a good place to keep wagons in. They found tiles and sand there and several children began at once to lay a sidewalk, using tiles for flags and sand for cement. They noticed tar on the sides of the roof. My attention was called to everything we passed in the stores and on the street. The gain in observation in this group is very

great. Their interest in all they see is evidenced by an incessant string of questions. This, of course, I have stimulated, at first by asking questions myself, and afterwards by seeing that all their questions were simply and accurately answered. I always repeat what the workmen tell the children to be sure that they understand.

APPENDIX TO RECORD OF GROUP FOUR

A. THE PROGRAM

The daily program through the year has opened with an hour of play indoors from nine to ten, followed by an hour of play in the yard from ten to eleven, then a mid-morning lunch of crackers and milk, the children sitting together about the tables. After lunch stories were read, or we had sense training games, and then the children played again for thirty or forty minutes. On Mondays, Wednesdays and Fridays at nine forty-five Miss Hubbell came for a fifteen minute music lesson.

B. THE CLASS

The length of time the children had previously spent in the school and their ages on October 1, 1920, are shown in the following list:

Annie	3 yr.,	9 mo.—first entered	Feb. 1921
Bianca	4	2	Oct. 1919
Christina	4	6	Oct. 1919
Craig	3	8	Oct. 1920
Elisabeth	4	3	Oct. 1920
Juanita	3	10	Nov. 1920
Lillian	4	2	Oct. 1920
Margaret	3	11	Oct. 1920
Mark	4	2	Nov. 1920
Matthew	4	1	Oct. 1920
Murray	4	3	Oct. 1919
Peggy	3	9	Oct. 1920
Selma	4		Dec. 1920

Murray and Christina had been in the ¹ Nursery School before entering our three-year-old group. Peggy came to Group IV from Group III in the fall. Craig and Lillian were transferred to other classes during the year, and Elisabeth's family left the city.

C. THE STAFF

In addition to Miss Jessie Stanton, the group teacher, Group IV had work in music with Miss Harriette G. Hubbell.

D. BUILDINGS

During the winter of 1920-21 the City and Country School was housed in two buildings in Macdougall Alley, New York City. The Alley can be entered only from Macdougall Street, the far end being closed off by two buildings. One of these, formerly a garage, had been made over into a school building which accommodated three classes. On the ground floor were two large rooms with sliding doors between. The IV A group occupied the room which was entered directly from the Alley, while the IV B group used the room back of this. The five-year-old class was in a room upstairs. To the south of the building there was a large yard to which these classes has access through a hallway. The older classes and the school office were located in a building two hundred feet down the Alley.

E. SPACE AND FURNISHING

The room was furnished with individual chairs and folding tables, a carpenter's bench with two vises, individual shelves for crayon boxes, shelves for blocks and toys, a stone jar for clay, a small electric stove for heating toy

¹ Conducted by the Bureau of Educational Experiments, 144 West 13th St., New York City.

irons, a wash-board and basin for washing dolls' clothes.

At four years of age block building is almost entirely individual, so each child is provided with a certain space of his own on the floor which is marked out in chalk. Each morning his table and chair are set up within this enclosure, which is always in the same location in the room. When he wishes to use this space for building, he folds up his table.

The yard in which the children played was equipped as follows: slide, packing case (one or two), yard blocks¹ (large hollow blocks in two sizes), loose boards, ladder, carts, shovels, see-saw board, two saw horses, hanging rope, parallel bars, climbing poles.

F. MATERIALS USED

Table work: crayons (eight colors for each child), drawing paper, scissors, paste, colored paper, clay, beads, string, needles, small colored cube blocks, small irons for ironing dolls' clothes, dolls, dolls' clothes and bed covers.

Floor work: blocks.¹

Bench work: saw, two hammers, small plane, spool of wire, wire-cutter, staples (used in wiring blocks together as trains), two sizes of nails, pieces of wood of various sizes, dowel sticks, and blocks.

Books: W. Boyd Smith, *The Farm Book*, *The Engine Book*; a number of the stories published later in *Here and Now Story Book*, Lucy Sprague Mitchell, were read and told to the children as recorded.

¹ Full description and dimensions of both floor and outdoor blocks, as well as of other materials used may be found in Bulletin Number Eight, *A Catalog of Play Equipment*, published by the Bureau of Educational Experiments, 144 West 13th St., New York City.

RECORD OF GROUP SIX

1923-1924

The headings for the Record of Group Six are as follows:

- I. PLAY EXPERIENCES
 - Play with big materials
 - Indoors
 - Outdoors
 - Block building
 - Drawing and painting
 - Clay
- II. PRACTICAL EXPERIENCES
 - Shop and bench work
 - Sewing
 - Cooking
 - Class organization
- III. SPECIAL TRAINING
 - Physical exercise
 - Care of animals and plants
 - Language
 - Number
 - Music
 - Rhythms
 - Orientation
- IV. ORGANIZATION OF INFORMATION
 - Trips
 - Discussion

OCTOBER

I. PLAY EXPERIENCES

PLAY WITH BIG MATERIALS—INDOORS

Third Week

Two stories were dramatized this week, "The Little Gray Pony" and "Spot." Marie was the only child who seemed reluctant, so I took a part and she looked on. At the second trial, she wanted to play, so I became the audience. The action was very spontaneous; each child really lived his part. The miner for instance, hammered constantly both before and after the "Gray Pony's" master had taken the coal from him.

Richard was especially dramatic as "Spot." Almost no language was used in this, yet to the children it was a vivid experience. Richard told me he was "really a little scared" when Celia as the big black cat "spitted" at him.

No properties were used, but tables represented houses. There is no leader in this group who tells everybody else just what to do, as is so often the case.

Fourth Week

On Tuesday, a rainy day, five children were left in the

room while the rest were at cooking, and at Faith's suggestion it was decided to play the "Fog Boat Story." I organized the play, getting each child to choose a boat to build. I showed them the picture map of New York and they said at once that the narrow part of our room to the North must be the Hudson River, while the wider part to the South could be the bay.

Celia and Richard built the ocean liner, about which the story centers. Albert made the sail boat, Faith the pilot boat, and Marie the coal barge. Tables and blocks were used in these constructions. Edna started the tug boat which was to help the liner from its dock but she appealed to me constantly for help and became more and more impatient and disagreeable, disturbing the others and shouting that she couldn't make it, so I finally took her out and left her alone in the office for about ten minutes. On her return I set her definitely to work on a small sail boat and she built quietly. Marie who has been self-conscious in the other dramatizations forgot herself completely in this; she worked hard making clay balls for coal after her square barge was done.

When the other children came back from cooking the room was full of the sound of fog whistles, and they entered into the spirit of the play and began helping at once. As Meta was the only child who was not very familiar with the story I asked her to make a bell buoy. She made a mound of blocks and Sonia cut a big bell for her out of paper. She attached this with a thumb tack and moved it back and forth as she sang "Ding, dong! Ding, dong!" I brought in a small bench from the hall

to use as a tug. Sonia seized this and, with blocks and colored cubes, soon made a satisfactory boat out of it.

Fred took charge of the pilot boat, as Faith had to steer the ocean liner down to the bay. The chief difficulty lay in the fact that the ocean liner could not be moved. The children decided to pretend that it was moving. Sonia asked for a rope and tied this to the liner. Faith climbed aboard and was about to start when she realized that the boat had no captain. Richard and Celia stuck their heads out from under a table (the hold of the ship) and said they had to run the engines, so I persuaded Florence to leave the boat she was building and save the situation. She anchored her boat in the bay when she left it. I put out the electric light which had been burning in the room and this added a final touch of realism as the play began.

Faith blew the fog horn on the liner which said, "Toot, toot, 'tis I!" Richard objected to this almost with tears, so we gave Faith a rope which connected with the engine, and when she pulled, Richard whistled. Each child in turn sounded the whistle belonging to his own boat. The pilot finally left the liner, and its whistle was blown more and more faintly as it disappeared in the ocean.

Next day the children asked to dramatize "The Queer Little Baker Man," but the attempt was not successful, as the main part was too big and there was not enough for the others to do. Fred, the Baker Man, put on his cooking apron, used blocks for bread, and entered heartily into the play.

PLAY WITH BIG MATERIALS—OUTDOORS

First Week

The first day of school, after the children had done some climbing about the coping, I called attention to the outdoor blocks and they began building at once. Celia, Florence, Faith and Marie made a house which was vigorously cleaned. A wire found on the ground by Edna suggested a telephone and she connected it to the house in which the others were working. Richard and Alan also made a house. Alan is inclined to fool and make faces. The last hour in the yard was spent with the other six-year-old class and all the children played train after making a block track.

On Tuesday Albert, Edna, and Richard built a house together, working amicably and intelligently. Florence and Marie called the coping around the water tank an elevated track, and then came to ground level and played train. They were joined by Celia, Alan and Faith, who is a little inclined to dominate if possible. When the interest flagged, I suggested a down and up track and this developed into a subway train being run with Faith as engineer and the others as cars. They were inclined to fool, so I explained the necessity for shutting the doors and ringing the bell as a signal to the motorman, and this was incorporated into the play. I gave them the right directions in the yard for South Ferry and Bronx Park and explained the loop at each end.

Next day Albert and Alan built an ocean liner. Albert's shout, "Come on, we must get this ship ready!" started the work. Edna was about to work with them when she decided to make a tug boat. She kept to this purpose steadily. Richard built a dock and covered it with baggage and freight (other blocks). Celia made a "porgie boat," a reflection of her seashore experiences at Provincetown. Marie, Celia and Florence worked at a house. Faith was persuaded to leave them and join Sonia who was disconsolate playing alone. String brought from the classroom and tied to sticks, with nails for hooks, served as fishing lines. Edna's tug pulled the steamer out into the river just before it was time to go in.

On Thursday Albert, Celia, Edna and Richard worked on an ocean liner the whole yard period. Alan stood around for some time, so I asked whether he couldn't make a tug to help the liner out from her dock and he took the suggestion and worked at it with interest. Faith, Marie and Florence built a house. When Faith refused to play with Sonia, the latter wept and would not be comforted. She crouched in a heap against the fence the whole hour. It seemed necessary to leave her alone and let her realize that she cannot always have what she wants. She becomes very sulky if thwarted in any way.

Building houses was the chief interest on Friday. Faith sweeping, said firmly, "We must clean this house *thoroughly!*" Richard and Albert used a large pile of blocks as a typewriter, speculating on the size of the sheets of paper they would have to have. Then they joined Edna at playing horse, making a stable and a pasture.

Second Week

The regular play yard containing the apparatus was opened to the children this week for the first time, so interest in physical exercise has cut down the amount of building done. Sonia is the one exception to this. She went straight for a packing case on Monday and made an elaborate house. On Tuesday Alan built a house alone, while Sonia and Faith cracked stones for "food." Marie and Florence played house together as did Edna and Alan. The elder group were playing horse in the afternoon when the VI A's came out, and they asked for a blacksmith's shop. Faith and Alan started this, but were not a very good combination as Faith took the whole thing out of Alan's hands and he merely watched her.

A grocery store started by Sonia and Fred on Thursday was very successful. They made a counter, cracked stones or used dirt for food, and carried through the scheme for the entire hour. I saw to it that Celia, Albert and Alan, playing house in a packing box, went to the store for their food. Sonia and Fred made a blacksmith's shop that same afternoon. Fred, in a dark spot under the stairs, was the "miner" who dug coal for the blacksmith's fire. Richard and Celia were ice-cream venders meanwhile, selling "chocolate ice-cream" made of small cakes of dirt.

Third Week

The yard is still covered with pieces of dirt which limit the building space, and this is partly responsible, I think, for the poorly carried out play schemes. Albert does not

hold to his purpose, though he starts out well, and talks a great deal about what he will do. Meta is fascinated with the ladder and does not leave it for long. Celia, Marie, Florence and Faith are more interested in house play than anything else. When Sonia is absent there is no one in the group who begins a play scheme with enthusiasm.

On Monday a farm scheme carried on by Celia, Faith and Edna included a barn and pasture and engrossed the children for about three-quarters of an hour. On Thursday Faith, Celia and Fred worked very hard on a big boat. Alan started with them but was put out because he didn't help build. He works well under definite instructions but displays no initiative. He does not seem interested in this kind of play. Cracking stones and screening dirt kept the children busy on one of the warm days of the week. Edna showed pretty good control when playing with the older children in the afternoon.

Sonia's return after a week's absence has started the group on store and animal play. She seldom uses the apparatus and is always the first one to get to work when the children enter the yard. The animals impersonated have been mice, rabbits and horses. The mice worked hard storing up food for the winter, and making a secret place to hide in. They consulted me as to what their food should be and we agreed on nuts and seeds. Richard and Celia ran a store for the rabbits, making lettuce, cheese and carrots with crayons and paper.

Alan plays alone usually. He is much interested now in cracking stones. He tried playing house with Edna and Meta Thursday, but when called to dinner by Meta,

he upset the dishes which she had filled with dirt to represent cakes. Meta is having some trouble in playing with the children, so I joined the group and asked if I might come to dinner. Fred asked to come too, so we had a pleasant meal together, and then Meta washed the dishes. She comes to me when she wants to join a group at play, instead of asking them directly. I am watching her closely after she has been received into a group to see that she holds her own and gets enjoyment out of it. She uses information well in her block play, but not in her outdoor play.

Fifth Week

Playing house and animals are still the main types of play in the yard.

BLOCK BUILDING

First Week

On the first day of school Richard built a house, working with complete absorption. Alan seemed at a loss for an occupation so I suggested that he build a farm and supply Richard's people with milk and he worked well at this. Edna made a railroad track and station. Alan tried to play with her but she became angry with him so I made her play alone. She has very little persistence; is inclined to flit from one occupation to another. The second day Richard became absorbed in building a house again and Celia made a house of interesting architecture. I interested Marie and Florence in building, as they were

inclined to draw and giggle. They worked well on a chicken house. Faith built a farm house. She is a talker, not a doer. I built with her for a while. Left buildings on the floor as an experiment and they were used next day by Faith and Celia. Sonia seized Edna's railroad tracks and said she would bring corn for the chickens. She tried making paper bags for corn and then made four extraordinarily realistic chickens, pasting their feet on a small circle of paper so they would stand. These proved a great stimulus to the play. Alan made eggs of clay. Edna, with help from me, made a wooden box to ship eggs in, and she and Florence sewed up bags to ship corn in. Faith built a barn near her farm house, and a granary for the corn. Just as the children were going out I asked whether the chickens had been shut up to keep them safe from the skunks and rats, and this warning was acted on at once. Not only was the door of the chicken house shut, but a padlock of paper was put on the granary, and a watch-dog, cut out of paper, was stationed near by.

Second Week

Interest in block building is secondary to interest in drawing and bench work. One house has been played with and added to each day. Florence began it, playing with Sonia who made elaborate and intricate railroad tracks nearby. But Sonia's interest switched to making a proper freight car at the bench, and Florence was joined by Marie. Both Albert and Alan laid tracks one day and then put the tracks away again. Their interest in con-

struction evidently does not hold long without an interlocking play scheme. Fred and Richard built tracks to bring in produce from a rather rudimentary farm made by Alan and Celia. They were tremendously interested and worked hard. Their railroad system started from Sonia's tracks.

Third Week

The children's interest in block building is only lukewarm, owing to the interest they take in cooking and working in the carpenter shop, activities that are new this year.

The new children, Albert and Meta, are quite different in their behavior toward the blocks. Albert does not build at all. Meta became much engrossed in building a house on Tuesday. Her constructions are very crude, but she enjoys carrying out a play scheme with the blocks and dolls.

Fred and Edna built railroad tracks on Monday, playing together joyously and peaceably although they are the two children who have the most trouble with their social relationships. They made an elevated four-track structure with signals. The questions which arose in this work led to several discussions and to a trip later in the week. Their tracks, left standing, were enlarged and played with by the other children on succeeding days. Meta ran a train on them, choo-chooing softly to herself, with a doll as fireman. Much of the information which the children make use of in their discussions does not function in their play. Alan, for instance, tried running a

train with the coal car several cars away from the engine. Fred objected to this violently.

Fourth Week

The introduction of water color paints this week has been responsible for the small amount of block-building.

After Alan had stood about for some time on Wednesday, I said, "Go on and build," and he made a small race track with stables. He is a puzzle. The minute I said "build" he became deeply interested in this scheme, but he does not initiate activities.

(See Play With Big Materials for another use of blocks this week.)

Fifth Week

The blocks have come into their own this week. The children have used them with keen interest, and have made play schemes which have been enlarged from day to day. All but three children in the class have taken part in them and other activities have been related to their block play.

On Monday, as we sat about lacing shoes in the gymnasium after rhythms, I asked Fred what he was going to build when he returned to class and he replied "Wanamaker's." Meta said she would make "Seventh Avenue" and Florence decided to build her apartment house on Washington Square.

Ready for work in the room, I asked Fred where he thought he had better make Wanamaker's and he chose correctly the east side of the room. Meta made Seventh

Avenue with blocks on the west side. She left spaces for the cross streets and drew them with chalk from Fourth up to Twelfth Street. She had a very clear conception of the way the streets ran. She built her apartment house on Fourth Street.

I showed Florence where Seventh Avenue and Eighth Street were, and she built her apartment on the next street to the south. A large round cylinder block placed in a square, puzzled me, but Florence informed me that it was the boiler in the cellar, and held the hot water that heated the building. She made Washington Square next. Dolls were seated on benches. Paper scratched over with green crayon represented grass. Sonia made the Woolworth Tower at the extreme south end of the room.

Fred worked steadily on Wanamaker's. The only things within the very large square which represented the store were the elevator and some "offices." It is interesting to note that what Fred had seen chiefly in watching the elevator was the great rod that pushed it up. He represented this by a very long block, which he stood upright. Thumb-tacks on blocks represented the elevator lights which he had watched. He made the door by which we had entered in exactly the correct location, the south east corner, and drew marks on the floor to represent our class going in.

Albert and Faith started a farm in the country, using the new toy cows and horses, but there was more conversation and disagreement than work, so I suggested their putting away the blocks and finding another occupation. Albert was a little fatigued anyway, so at twelve o'clock I sent him to rest until lunch time.

Alan and Celia when through drawing, became interested in the layout of the streets. Celia built the school and Alan his own house.

Sonia wanted to play with the toy horse, so made a stable at the foot of the Woolworth Tower. I find that my tendency is to insist on too great accuracy from these six-year-olds. On this occasion I merely remarked that of course the Woolworth didn't really have horses in it, which Sonia knew, and a very good play developed later with Edna, who made a blacksmith shop nearby, when Sonia demanded new shoes for her animals. String served to make halters.

Rainy weather which prevented play in the yard gave us a long morning indoors with plenty of time to develop these play schemes.

Next day, Meta destroyed her apartment house in order to build a better one. She was absorbed in this for an hour and a quarter, trying out different ways of making windows and laying floors.

Sonia, Edna and Albert started farms at the end of the room. Albert is inclined to bring all his difficulties with the other children to me at once, without trying to settle them himself. Edna built a barn laying the bricks very carefully and evenly, and placing the cows in the stalls.

Sonia started to build a farm nearby and called to me that she had no room to build. When I did not answer at once, she burst into a woe-begone wail, and plumped into a heap on the floor. I pulled her up quite sharply and after saying "Listen!" in the same manner, I explained quietly just what had been going through

my mind before I could reply. I showed her that getting more floor space in that part of the room involved moving two tables at which children were working. That this in turn involved putting away some buildings at the end of the room used for the city, and that it was impossible for me to pay attention to her at once, though all the time I was trying to help her. Her dark eyes fastened on me, she listened quietly. I added that I should never help when she asked me in such a whining voice, and that she must try to learn how to wait a few minutes for help. The floor space necessary obtained, she made a pasture, a barn with several stalls and a beautiful farm house with a pointed roof, ornamented with pillars and colored cubes.

(See Bench Work, Fifth Week, for result of this.)

She and Edna went back to the farms the first thing on Wednesday and worked eagerly all the morning, and again in the afternoon. Interest was so keen that I left out the usual story and gave them that time for building. Albert had made a farm house near Edna's barn. He complained to me that her barn was too near. I said he would have to build a fence if he wanted ground around his house, and suggested that he and Edna join forces. He made her a splendid silo for her barn. He had seen one on a farm on Saturday and understood it well. Edna made a pasture beside her barn and not only made grass, sheets of paper colored green, but also drew and cut out some small flowers which she pasted on the paper.

Meta still working on her city house, asked for milk, so Sonia asked Richard, who was working with clay, to

make some milk cans. Then Edna made a milk bucket of the same material. Sonia begged for a railroad and Celia began one. After lunch Florence made a farm beside Sonia's. The railroad was completed and a station built near Meta's house.

Faith started to play with Meta. Soon they were giggling so I took Faith away, much to her disgust, and said she was so often giggling instead of working that she had better play alone. I asked whether she would like to make something for Meta's house and she said, "No," rather sulkily. I left her alone and soon she was working at a grocery store, well built and cleverly ornamented. Meta discovered cubes and used them to make lights in her house.

Great activity had been going on meanwhile at the farms. Apple trees were drawn and mounted on wood to stand in the pastures, the cows were milked and then put in the barn for the night. As we were getting ready to go out, some one sang "Chickadee, dee, dee," and I said I wondered whether the chickadee had a nest in Sonia's apple tree. Celia said it had, and flew to make a nest of paper and put it in the tree.

The children began to play with their farms as soon as they arrived the next morning, and after a reading of the "Meadow Land Farm Story," returned to their play with renewed zest. Florence called me to see her pasture. The gate leading from the stable was open and six toy horses had just been driven through by a doll that stood with one arm upraised. In one corner of the pasture stood a cow, sheltered from the hot sun by a tall black tree, cut out of paper and pasted to the green paper grass. In

another corner stood a cow with a doll milking it. Some cows and chickens were cut out of farming magazines which I gave the children, to add to the celluloid animals. Yarn was used for hay. Milk pails were made of clay and painted. Dowelling sawed at the bench into small pieces served as milk bottles. The animals were put in the barns each night before we went home.

DRAWING AND PAINTING

First Week

I have asked for quiet and no talking at drawing time, and the children have shown good control in carrying this out. There is great interest in drawing. No one lacks ideas. Boats, houses, birds, trees, grass and sky have been subjects. Several children have given me short descriptive sentences with their pictures.

Second Week

The new crayons, delivered by the school store on Monday, gave a great impetus to drawing, and opportunity has been given for a quiet drawing time on several days. Sonia could not stop talking at first, but she is gradually gaining control. After about ten minutes of silence, the children talk quietly with each other, and ideas and criticisms are exchanged each day.

Albert draws Indians and wigwams steadily, a reflection of his summer experiences when he and his two brothers had a tent to play in. I have never seen Edna work as

she did at drawing a tent on Tuesday. Her concentration was splendid, and I showed the picture to everyone and made much of it. The colors were delicately and evenly laid on, not scribbled. Alan has drawn many boats, today he tried flowers and a little girl picking them. Richard has worked hard over a little man, which he cut out. I asked where the man lived and he drew a house with a path leading to it and pasted the man on the path.

On Wednesday, Sonia made an extremely colorful picture, "all about a hot day." Then she drew the "biggest rock in the world," the "biggest steamer" and the "biggest horse shoe crab in the world." The composition was extraordinarily good. Florence made a picture of an earthquake and told a very confused story about it. Marie drew "all stalls, the horses are out working." Richard tried to make a wife for the little man of the day before, but discarded all his efforts. Edna helped him out by making one for him and he pasted it on the path. Edna made two tiny houses. A short patterned story went with the picture.

Third Week

A quiet time for drawing is provided two days in the week after discussion, and interest in it is keen. The children settle down to perfectly silent work.

Meta worked for two days on a very carefully drawn house with curtains at the windows, and trees and grass at each side. Albert is still drawing Indians. I am not adding any to his information on this topic as it is

extraneous to the general subject matter of our curriculum. He has been used to copying, I think, as he often speaks of it. He made a very good picture of two fishes on Thursday. Richard criticised the tails and showed him how they should be made. Albert covered the whole sheet of paper with blue, which represented "the underneath part of the ocean."

Edna is improving very much in her ability to concentrate and her pictures reflect this. Richard is much interested in making figures. He is often dissatisfied but keeps at it just the same. Florence and Marie draw houses a great deal. I am trying to interest them in other subjects by talking with them about the people who live in those houses, what they do, etc.

The children are now using the big sheets of drawing paper. I ask what the picture is to be about, before they begin, and emphasize the necessity for perseverance. Fred is inclined to fritter away his time. He drew a house on a big sheet with smoke coming out of a chimney on the roof. After our trip to the Pennsylvania Station he put in a stove on the ground floor and a cross-section of the flue carrying the smoke upwards. Small pots of "cereal" were cooking on the stove, with the steam rising from them, an interesting reflection on the steam and smoke seen at the station. On the same day Celia drew a passenger train of five cars, each car on a separate sheet and all pasted together. The engine was criticised as "not long enough."

Painting, introduced on Tuesday, has swept through the class with a furor. It has been used in connection with clay products chiefly, though Alan, Celia and Faith

have done pictures. A great deal of time has been spent in explaining just how paint must be used, and how the brushes must be washed and put away. Just after I had said that a brush must be washed out before being put in a different color, Edna went to Alan's table and put a brush full of black paint into a jar of yellow paint. The children were horrified and, of course, I said that Edna could not paint if she could not understand, and made her put away the green paint she was using. It was a bitter disappointment and she wept copiously, but the children had no sympathy for her. She never does what she is told, and as this was really a case of learning the use of a new material, it seemed important for her to understand the necessity for compliance with the conditions of its use. All the other children have been most careful and have painted with great care and absorption. For the first time this year Alan became completely engrossed and did not want to go home when the time came.

On Friday Edna upset a whole jar of black paint. This was due to a quick movement, and was most unfortunate. I had been waiting for an accident like this and I used it to point out again the necessity for care in handling the paints.

Interest in drawing with crayons remains strong.

Fifth Week

Celia made a big picture of a large dead tree in black, with a fence below it and a lady passing by. Edna drew a large green hill with one "cedar tree" at the top.

Richard tried his first drawing on a large sheet of paper. He has not the technique for this as yet, so I shall keep him working with small sheets for a while.

On Wednesday and Thursday drawing was entirely of objects for use in the farm play schemes. Edna worked absorbedly on flowers for her pasture. Celia made a brown pony and Florence a turtle to live in the woods back of her barn.

CLAY

First Week

Celia made an elaborate house and porch of clay. Florence and Marie made hens and eggs and Florence, not satisfied with these, drew and cut out paper chickens and thumb-tacked them on a board to make them stand. These were all placed in the chicken house of the block farm scheme as soon as finished.

Alan prefers to talk rather than work, and I am letting him do this until he is well adjusted.

Second Week

Modeling has been done chiefly in connection with the block play schemes; dishes were made for the house, milk cans for the farm., Albert and Celia have been exceptions as they have made Indian tepees. Celia's were very realistic with three poles sticking out at the top.

Third Week

Clay used only once during the week.

Fourth Week

A tremendous impetus has been given to the clay work by the children's discovery that they can paint their products. Celia having made some beads, asked if she might paint them. I let her do this on Tuesday afternoon and everyone in the class began making beads. But next morning the uniformity of interest disappeared and some splendid work was done by Florence, Meta and Edna. Edna made a basket containing fruit, with a bird seated on the handle which surprised me, it was so well made. The bird was a crow, she said. Alan suggested that she call it a robin so she could paint it red underneath. She made a very realistic rabbit next and a very good horse's head. Meta made dishes, so I gave her a little idea of the proper technique and she seemed much interested. I showed Florence how to scratch the two surfaces that she wished to join before she put them together. She made a basket with an owl perched on the handle.

Later in the week Albert made a very large dish and Celia made a goldfish bowl with a goldfish in it, which were painted a lovely yellow and light red.

Richard's interest in figures extends to clay, too. He worked a long time on a large man, saying "He's talking, see his teeth." He finally smashed it quite philosophically, because it wouldn't stand up.

Fifth Week

Clay milk cans and buckets have been made and

painted. Edna's was quite charming, blue outside and yellow inside.

Shellacking the clay after it is painted is proving very satisfactory.

II. PRACTICAL EXPERIENCES

SHOP AND BENCH WORK

First Week

Albert went to the bench and after some experimental sawing and planing made a table for Celia's house. Sawed off the top and four legs the first day of school, and finished it next day.

Second Week

I have helped the children work on boats at the bench. Mr. Reber has come each day at twelve, when three children have worked with him making crayon boxes. I have pointed out the inch measurements on the ruler and they make use of these. Mr. Reber is teaching them the use of the tri-square. He reports that Alan though the youngest in the class has the best idea of working accurately, and works very hard on a real job of this kind. He has finished his box. Edna has finished hers. She works too quickly, without any forethought. Richard, on the other hand, works very slowly.

Third Week

The children have done so well with their bench work I have suggested to Mr. Reber that they go to him for a regular shop period and four children have gone each day from 12 to 12:30. He reports that they show fine concentration. Richard and Faith, Marie, Meta and Fred have finished their crayon boxes. Fred brought back a very roughly finished box which I criticised. He went back the next day and planed off the uneven bottom but the workmanship was very poor. Celia and Edna have worked on boats and have shown great perseverance in sawing through thick wood to make pointed bows and rounded sterns.

Fourth Week

Alan, Albert, Edna, Richard and Fred have worked on their boats all the week. Sonia has finished her pencil box. Only five children can go to the shop each day and often ten want to go, so we have had some bench work in the classroom.

Fifth Week

On Monday Alan, Faith and Sonia painted their pencil boxes. Fred and Albert are still working on their boats. Edna finished hers and started a doll's bed. Mr. Reber reported that she made no progress with it because she did not take time to listen to his instructions and so did

everything wrong and had to begin over again. Alan made a doll's bed in about half an hour at the classroom bench with a little help from me.

On Wednesday Sonia sawed off dowelling at the bench for milk bottles. She called to me to help her undo the vise, and when I did not respond at once called again in a whining voice. Then she caught my eye. We both smiled, and she waited quietly.

SEWING

First Week

The children knew that they were to have cooking lessons this year and mentioned it the first day of school so I told them that each child must finish an apron before he or she could go to cooking. Unbleached muslin was provided for this purpose with very large needles and different colored yarn. After our discussion period I asked each child to make a picture of an apron, and then gave him a piece of goods to cut one out. I suggested cutting around under the arms to Celia and this pattern pleased the others so much they all copied it. I also suggested to Alan that he use his overalls as a pattern for his bib and this proved satisfactory. Richard and Florence and Marie worked painstakingly, taking small stitches. Faith and Edna talked a great deal and did not accomplish much. Alan, uninterested and even negative when he started sewing, became intensely interested. I explained why turning down a hem was necessary and showed the children the hem of my skirt and the hems

in their dresses. We also noticed the selvage on the goods.

The second day all went for aprons with eagerness. Almost complete silence reigned for some minutes as the children began sewing again. I held Edna and Faith down to work. Edna decided her apron was too long and was inclined to be disagreeable and blame me but she responded well to a very firm statement that she could not speak to me in that way, and I helped her cut off her apron the right length, when she worked contentedly. Celia finished her apron and began hemming a duster.

On Wednesday Edna worked very well finishing the entire side of her apron before coming to me for help. Sonia drew an elaborate picture of an apron with gay embroidery and I helped her cut one out of cloth. She sewed down one side and then wanted to embroider a rose on the front. Alan needs encouragement. There is a good deal of difficulty in threading needles. When I showed Richard how to thread a needle he said "That's not the way I do it, Miss Stanton." Marie finished her apron and began the strap for the neck. Florence cut out a pocket and started to embroider a flower on it. Celia finished her duster. All were absorbed in sewing Thursday and the same enthusiasm was felt Friday. While I was pinning the straps on Albert's apron he looked fondly at the large brown stitches and said "Those are good sews I made." Sonia, whose hem is sewn with orange and whose flower is embroidered in purple, orange, red, and green, looked at the brown yarn and said disgustedly "I wouldn't use that color!" Albert was untouched by this remark.

Second Week

Sonia, Florence and Edna sewed on their apron straps Monday. Faith embroidered a flower on her pocket, working at this steadily for an hour, and then sewing it on the last quarter hour of the period. This finished up the aprons, so the children were all ready for cooking on Wednesday.

Third Week

Meta, a late comer, is working on her apron but has not taken it out voluntarily once. She is a painstaking worker, taking small careful stitches.

Fifth Week

On Tuesday Miss Kiernan, a student teacher, helped Marie with a doll's dress. Marie had a definite idea of what she wanted, and with a little help figured out the length and width, cut out the squares and the neck, then saw how it ought to be done, and cut out a second dress with a little help. Miss Kiernan suggested to Richard that he copy a paper dress he had just made. He was sure at first that he could not do it but saw that the goods should be doubled. He measured with the doll, cut out the square neck and figured out how the sleeves should be cut. He did all the cutting himself. Faith hemmed a blanket and came to have help in turning the edges in. Marie and Florence sewed by themselves without asking for help, as did Celia.

On Wednesday Florence and Marie continued sewing

a short time. Alan cut out a bag for a mattress and with much help from me sewed it up and filled it with shavings. He was elated over this, placed it on the bed he had made and which Meta was using in her block house, and covered the dolls with Faith's blanket. Edna sewed up a mattress in the afternoon. Great joy on her part too.

COOKING

Second Week

Albert has asked me every day whether we were to have cooking once or twice a week, and his eagerness is shared by all the class. On Tuesday morning Miss Hannum talked to the children about what they would like to make, and apple sauce was decided on. On Wednesday morning the light aprons were donned and eight solemn children marched over to the cooking room. The attention, the quiet, the effort they displayed was extraordinary. Even Edna was overawed and quiet at first. After discussing whether they would make the apple sauce with the skins and deciding to peel the apples, each child was allowed to take a small white bowl from the cupboard. They stood around a big table. Miss Hannum gave them each an apple and showed them how to hold their knives. All had a hard time doing this, but there were no complaints except from Edna. They were given help in quartering the apple, and then each one sliced his quarters into a large dish which was put on the stove after Miss Hannum asked if the apples were to be cooked just as they were. The children all

answered "Yes," but when she said "What about burning?" Celia said "Put some water on." So two cupfuls were added. When they were asked what else should go in some one said "Sugar." Miss Hannum asked "How much?" and some said "three cups" and others "half a cup." After a long talk about this, Miss Hannum pointed out that sugar could be added but not taken out, so all agreed to half a cup. Each child cleaned up his own place at the table. Richard washed the dishes and Celia and Florence wiped them. Sonia washed the big table. The apple sauce was ready to strain just before they left. When they came to dinner, instead of the regular dessert these children had apple sauce. I helped Richard cut his meat and as he looked at his roast beef, potatoes and beans, with his own apple sauce topping off the meal he said, beaming, "That's a good dinner! I am happy!"

Third Week

Celia, Marie, Faith, Albert, Edna and Richard canned peaches on Wednesday. There was the greatest interest and enthusiasm over this.

Fourth Week

Meta, Alan, Fred, Florence and Sonia canned peaches on Tuesday and on Wednesday Edna, Faith, Richard, Celia, Marie and Albert canned pears. Each child brought five cents on the following day to pay for his jar and then took the fruit home. No occupation is so thrilling as cooking. The children come back with glowing

faces and cannot talk fast enough in telling me what they have done. I have made use of their interest in bringing money to pay for the jars to introduce the recognition of different coins.

Meta, Alan, Fred, Florence and Sonia went for cooking lessons both Tuesday and Wednesday as they made grape jelly which had to be done on two consecutive days.

CLASS ORGANIZATION

First Week

Careless handling of the clay in putting it away one day, brought up the question of the care of materials, and I called the children together for a discussion of the subject. Marie suggested that we have a clay committee and also a paste committee, and I asked whether a class committee would not be a good idea. Members were chosen by counting out, as each child thought only of electing himself. Alan and Marie were made Class Committee, their duties being to dust the classroom on arrival each morning, arrange the chairs for discussion, mark attendance on the calendar, and conduct the class when moving from one room to another. Edna was made paste committee, Florence clay committee, and Celia plant committee. The calendar, containing the names of the children in large printed letters, with squares opposite for marks to indicate presence or absence was explained, and the children decided to make a small cross for "present" and leave the space unmarked for "absent." Alan and Marie took turns in marking this each morning. The

number of children present were then counted and reported to me and I put this number in the correct place.

Second Week

Albert and Faith have been the Class Committee this week. They have had to be reminded about dusting chairs in the morning, but once at work, they have kept at it well, and have had the chairs ready by nine o'clock. Faith was a little inclined to be "bossy" in ordering the children to be quiet, but she responded quickly to the suggestion that it did more good to *show* them how to be quiet than to tell them about it. Control by the children themselves has had a great influence on Sonia. Very noisy at first, she joined the others by the end of the week in asking for quiet before entering the halls of the building occupied by the older children.

All the competition to be chosen leader, which showed up so strongly last year in the five-year-old class, is done away with by having a committee, and the children seem perfectly satisfied.

Marie as paste committee, has cleaned the shelf where the paste is kept, each morning, and Sonia has only once had to be reminded to feed the turtle. Florence remembered only once to water the ferns.

Third Week

Edna and Richard were the class committee for the week. Edna's efforts to quiet her naturally loud voice were heroic. She felt the responsibility strongly and was

inclined to be too "bossy" at first but she responded quickly to the suggestion that she show the children how to be quiet rather than talk about it. Richard took his duties more quietly but was very efficient.

The children go to lunch and to music alone now and so far have arrived quietly and maintained quiet as long as it was necessary.

Fourth Week

The children go over to luncheon alone now under the care of the committee. Thus far they have always arrived quietly. They have been to dancing and to music alone.

At the election Friday, only three members of the class reported that they had never been on a class committee. Sonia and Meta were unanimous in voting for Florence. Sonia was voted down and Meta chosen as the other member. The reason for this may have been Sonia's sulkiness when thwarted but there was no articulate expression of any kind about her.

Fifth Week

Meta has been very much stimulated by her position as one of the class committee. Her eyes shine as she calls the line. One day Edna suddenly grabbed Faith by the ear when they were waiting so I said she had better go to the end of the line. Edna did not move, I asked the committee what they thought about this. Meta said firmly, "Go on, Edna. Go to the end of the line," and Edna went!

Reasons for not wanting Sonia on the committee came out when she screamed out in the middle of the discussion on Monday. "That's why I didn't want Sonia," said Faith. "She's the only one who shouts in the passageway when you let us go alone," said Albert. Sonia was quite subdued by this.

The children are in the yard when it is time to go home, and they return to the room to be dismissed, as several have to take off their overalls. They sit in a circle and I call each one by name, shake hands and say good-bye formally. They enjoy this, I think, and it does away with some of the rough and tumble which ensues if there is no definite method of dismissal.

If Edna is touched, she makes a face and jerks away from the helping hand. I noticed the other day that she said "I'm not a baby," as she did this, so I explained at length on Tuesday, when she repeated this action as I started to turn down the collar of her coat, that I wasn't doing it because I thought she was babyish, but that I was merely helping her as I would hold a coat for any adult in a friendly way. She listened to this with real attention and said good-bye in a very pleasant spirit. I think she is really trying to conform to the group standards in regard to waiting in line quietly and going through the halls in the same way, but that is very hard for her as she has never learned to control herself at all. This jerking away and slapping is one of the reactions that is responsible for a good deal of her trouble, as the other children often touch her inadvertently. She is very keen intellectually and it seemed to me that intellectual understanding of a touch as not being necessarily either an insult

or an attack, might help her eventually to control her present reaction. As this reaction is of long standing, one cannot expect immediate results, of course. It will be interesting to see if she is influenced at all.

III. SPECIAL TRAINING

PHYSICAL EXERCISE

Second Week

On Monday the yard containing the outdoor apparatus was opened for use and the children ran for the slide with shouts of joy. Sliding and climbing on the ladder were universally enjoyed.

Marie, Celia and Florence hung head downwards from the ladder over and over. Albert, Faith and Edna slid but did not try any stunts on the ladder. Richard and Sonia spent a long time skinning the cat on the parallel bars. On Tuesday, Sonia and Albert tried hanging head downward. Edna can do it, but is a little timid. Alan has had an infected finger, so I have discouraged his using the ladder. The children have had great fun sliding four or five together, all holding on to each other.

Third Week

Meta, who came to school for the first time on Monday, has spent most of the yard period on the apparatus. She climbed the ladder Monday morning and in the afternoon learned to drop through a rung. On Tuesday I lowered the ladder so that she could experiment near the ground

and she learned how to hang head downward holding on by her feet. This has been a favorite exercise with the whole group.

Jumping from the top of the slide was begun on Tuesday, and has been a continuous performance ever since. I held a hand at first but now all jump alone, Meta included. She has also learned to skin the cat on the parallel bars and this has been done over and over by everybody.

Edna is still very awkward on the ladder. Fred is cautious but hangs head downward alone. Sliding in every possible way has been popular all the week.

Fourth Week

The children get a great deal of pleasure from sliding. Meta and Richard once tried holding hands and swinging, while hanging head downward from the ladder. This was pretty thrilling and was not repeated.

Jumping from the top of the slide has been tried by everyone now. Marie is especially agile.

Edna and Fred, both of whom find it difficult to get on with the other children, have spent much time peaceably screening dirt together. One of the tubs in the corner of the yard was full of water on Friday, and adding dirt to this, for "cement," and then churning it up and down with an old broom handle was absorbing for a whole half hour.

Fifth Week

Edna has spent much time on the ladder this week, but she does not try to hang from it alone as yet. Meta now

swings easily, holding on by her feet. She pushed my hands away on Monday when I helped her.

Marie, Richard, Alan, and Florence have tried standing on the end of the parallel bars and jumping for the ladder. Edna has tried for two weeks to turn inside out on the bars but has always lost her grip until Friday, when she was able to hold on successfully. She shouted with joy over this.

Twice during this week I took the children into the big yard for organized games. We tried Dixie and Fox and Squirrel. The children were very enthusiastic over this and played well.

CARE OF ANIMALS AND PLANTS

Third Week

Celia has remembered each morning to feed the turtle. Marie forgot only once to water the plants.

Fourth Week

Faith remembered each day to water the flowers but Meta forgot to feed the turtle. She seems unused to handling animals and some one nearly always helps her clean out the bowl. On Friday Sonia brought another turtle to everyone's delight.

Fifth Week

Celia reminded me on Monday to put the ferns out in the rain. Sonia remembered the turtles every day.

LANGUAGE

First Week

Stories read this week have been "Boris Walks Every Way in New York," which aroused little interest except from Faith, "The Jackal and the Alligator," which was received with some amusement but little comment, the children picking up their chairs and going off to work as soon as I finished reading, and "How the Whale got his Throat" from *Just So Stories*. This last was hilariously enjoyed. "Best Beloved" brought forth a shout of laughter every time I used it. After the description of the mariner's antics inside the whale, Richard said solemnly, shaking his head: "The 'stute fish didn't give the whale a very nice dinner, did he?" As soon as it was finished some one said that wasn't a really true story, and this was agreed to by all.

Second Week

This week we read the second part of "Boris" in which he walks North and South. Good discussion in connection with this. "Things that Loved the Lake" interested the children all the way through, and each one had to tell the color of his or her bathing suit after hearing about the little boy in the story. Thursday I used Kipling's "Whale" again. This time we stopped to discuss how the mariner made the raft and how he got on it. There was much hilarity and some perplexity too.

Third Week

All the children know their own names on the calendar now, and Faith and Celia know all the names. Most of the others can recognize the names if I sound the first letter, and they enjoy doing this.

We are having individual work in language in connection with stories the children tell me about their drawings. They respond readily to suggestions such as "How did it sound?" and enjoy the stories with which I have helped. Am holding Edna down to a thread in her story telling, by going back to the beginning when she rambles, and asking her to think about the end. A story about a little boy cooking over a fire came out very well after a long struggle. It was read triumphantly to the class and much admired.

Meta made a picture of a sail boat in rough water on a rainy day. Her story began, "Some people were on a sail boat," but when I said that that didn't make me feel as though I were on that boat she made articulate the sense recalls which were evidently in her mind. (See Original Stories page 304.)

Stories read this week have been "The Little Gray Pony," which is very good for dramatization, "Spot" and "How the Engine Learned the Knowing Song."

Fourth Week

Introduced a phonetic game to which the children were quick to respond. I said "dock" and let the children give words like it in turn. "Rock, block, sock, clock,

cock, mock," were mentioned in quick succession. It was just an experiment but showed that the children enjoy such an exercise.

On Tuesday the children came in full of their experiences in the rain. When they sat down in the circle I asked a few questions about what they had worn to school and what they had seen and I opened the window and let them listen to the downpour. Then I said "Shall we make a rainy story?" They answered enthusiastically "Yes, yes!" and went on to compose one. (See Original Stories, page 304.)

Fifth Week

On Monday after lunch I started to read "Boris" but "Silly Will" was asked for with such enthusiasm that I read that instead. There was universal disapproval over Silly Will's remark, "I wouldn't depend on an old sheep, not I." I had to pause while the children named every article of wearing apparel they could think of that is made of wool. Albert and Marie are behind the others in their appreciation of stories, and their interest in this one did not hold until the end, but the others were attentive all the way through, and their comments showed how they were "living the story." The relief was great when Silly Will woke up in his own bed. They asked what a forester was and what he did. I explained the necessity for cutting out trees that grew too near together. Some one suggested that roots would be too close.

Next day we read "The Tree Men's Story" from *The Doers* and on Thursday and Friday "The Story of Meadowland Farm," when the children told numerous

experiences of their own in the country. The third part of this story describes the settling down of the farm animals for the night. The children criticised my imitation of the mother hen clucking to her chicks, saying "The baby chicks could never hear that, Miss Stanton!" They all joined in showing me how it should sound.

We tried the phonetic game again on one occasion. I gave the word "block" and the children quickly added "rock, sock, dock, clock, tock" (from tick-tick). Albert gave "park" but this was objected to at once.

NUMBER

First Week

Have tried some number work to find out where the children stand. All counted to ten correctly. Edna says, 14, 16, when counting to 20. The others seemed very sure of the correct sequence. All could count backwards from 5. I showed different combinations up to 6 with my fingers and let the children name the answers. They did this with great enthusiasm. Richard and Marie were slow at it. Edna seemed confused.

One day we played number games with blocks using combinations up through 5.

Second Week

As Edna continues to count 14, 16, I took 15 of the tin dishes we use for play in the yard and asked her to take care of them. This involves counting them each

morning on her arrival, and again when she collects them on coming in from the yard.

We have played number games with the blocks several times before lunch. As some children are uncertain about 2 and 3, we do not go above 5 in any group game.

Third Week

I worked with Edna, Albert and Alan on Monday, throwing cubes in combinations up to 5 and 6. Albert is easily confused and needs individual work.

A new game was tried this week. The children play it in pairs. One child shows the other a domino and the latter has to put as many cubes on the table as there are spots on the domino. This has been greatly enjoyed and all the children are able to do it correctly.

On Thursday, the children each brought five cents to school to pay for the jar of peaches he or she had put up the day before in cooking class.

Richard could not pick out a nickel from a pile of change, and interest in this was so great, that I seized the moment to show the children nickels, pennies and dimes.

Fourth Week

We played the usual number games on Monday and Tuesday before lunch. It is interesting to watch Richard: he concentrates and tries hard. Instead of guessing, he works out his answer. He won both games.

On Wednesday we had a lesson with coins again. I let the children count from 1 to 20, something we have not

done lately because of Edna's confusion in counting "14, 16." Since taking care of the fifteen dishes and counting them twice and sometimes three times a day she has overcome this habit and today counted correctly with the others.

I worked alone with Alan who was very much interested, calling out the numbers as I rearranged the pennies and making combinations himself. I worked with Albert later. He is easily confused. Both Albert and Allan counted correctly to 10 by 2s, the result of the number drill we have when attendance is marked in the morning.

Fifth Week

Number games and matching dominoes were played each day by some of the children.

On Tuesday, Fred counted pennies and found there were five five-cents in twenty-five cents.

I worked with Edna on plans for a doll's bed. She measured the doll and decided on twelve inches as the proper length, then measured and cut material for a mattress. She did this easily, but had to be held to accuracy.

All the children can pick out five cent and ten cent pieces now, and I have explained making change. Florence, Marie, and Meta are very quick at it.

One day when a group were counting cubes I suggested making rows of ten and in this way we finally counted to one hundred. Richard was thrilled over this achievement. Marie and Albert are the most uncertain in number. I work with them often on combinations up to six. Albert

used the ruler in measuring a flag he wanted to make and had no difficulty in cutting cloth four by eight inches.

MUSIC

First Week

On the first day of school after their naps I talked with the children about the music lessons we had last year. They remembered many of the songs.

Our first lesson consisted in recognizing familiar songs from rhythmic patterns played on the tom tom, in singing songs, and in listening to the tone bars. Then a new song about an automobile was introduced. The children listened quietly and took part eagerly in the songs and in making the appropriate motions.

At the second lesson Miss Stewart gave a tom tom to one of the children. On her own tom tom she then played a short rhythmic pattern not more than five or six beats, and asked the child to repeat it. This was new but the children did it well and all wanted turns. A band closed the lesson.

Second Week

The Tuesday lesson began by swinging and clapping rhythms. Then a new song about the sun was introduced. The children recognized which one of two song patterns was being played by Miss Stewart on the tom tom, and each one was asked to sing one phrase of it individually. They did this gladly, Albert along with the rest. A new automobile song was then sung and they listened well,

and worked hard at learning it. The game of recognizing voices was tried, with a phrase of this song as the thing to be sung. The children knew each other's voices at once. Playing "the blacksmith" closed the lesson.

Third Week

The work this week has included singing songs with Miss Stewart, recognizing songs played on the piano and instrumental marking of rhythm with tom toms and triangles.

Meta enjoys the music tremendously.

Fourth Week

Miss Stewart introduced the game of Looby Loo this week and the children had great fun playing it.

I had asked for songs about boats for Tuesday's lesson and these were sung with much interest.

Pitch exercises and individual repeating of rhythmic patterns played on the tom tom by Miss Stewart finished the lesson.

RHYTHMS

First Week

The first lesson of the year went as smoothly as though the last lesson had taken place last week, instead of four months ago.

Miss Doing spoke to the children to welcome them, while they were taking off their shoes and stockings. Then

a skipping rhythm was played and off went every child, Albert included. After a few minutes Miss Doing sat down on the floor and the children joined her. When all were settled and quiet, she clapped the rhythm of "Hot Cross Buns" and the children stepped it in turn. Alan, who has improved greatly in control during the summer, did this perfectly. A chance to gallop was followed by lying on the floor and stretching. Then galloping music was played again. The children recognized it at once and responded with much joy and hilarity. Rocking back and forth on the toes, and pushing up with the arms as though pushing a swing, closed the lesson.

There was no overstimulation but just real enjoyment.

Second Week

Skipping to music started the lesson. Then Miss Doing sat on the floor and the children sat around her. After a little talk about what they remembered from last year, the piano played "Hot Cross Buns," and the children clapped it. Then a very fast rhythm was played, which necessitated very quick movement of the feet. The children responded to this well, laughing as the music kept up. Not all kept the rhythm exactly. Soft, quiet music followed, the children lying on the floor and stretching, each one as he wished. Standing and stretching arms followed, then rapid jumping. A hop-step came next. Albert and Richard did this beautifully. Sonia's work is in marked contrast to the way she used to run around last year.

Two rhythms to step, "Wee Willie Winkie," and "Baa

Baa Black Sheep," were introduced during Thursday's lesson.

Third Week

The children have begun to ask for rhythms class. On Thursday skipping to music began the lesson. This was followed by the stepping of "Hot Cross Buns." Marie responded at once to a new rhythm, using a long leaping step. All the children lie down now when quiet music is played and begin stretching at once.

Celia does very well in the exercise where the children crouch on hands and feet and then throw first one leg and then the other straight back. Florence and Marie do this well. Edna does it much better with her right leg than with her left. "I want to go hippity hop," was played at Edna's request. Florence spontaneously added arm motions to it. Celia and Marie were able to do this correctly too.

The following game was introduced: all sit down on the floor with Miss Doing except one child who stands while the others sing,

"Run and look over the fence
And tell us what you see."

The child who is standing then shows by motions what he sees. Edna with great appropriateness was a "wild galloping horse." All enter into this game readily.

Fourth Week

After the usual skipping, galloping and resting, the

"frog" music was played, and the children responded by resting their weight on their hands and throwing their legs in the air. Alan did this very well and Miss Doing asked him to try standing on his head against the wall. This he did easily, running from a little distance, putting his hands and head down and throwing his legs up against the wall. Marie and Florence followed suit. Then Celia, Faith and Fred tried and were successful. To see heavy, clumsy Fred able to do it shows how far he has progressed in physical control since last year.

ORIENTATION

Second Week

Faith and Alan are quite clear now as to East and West. I use these terms when speaking of direction in the room and on our trips as well.

Albert is learning the location of rooms in the other building, so he can go for things alone.

Fourth Week

On Monday we had a discussion of Friday's trip and I asked Edna to draw the school and then Seventh Avenue, on the floor in chalk. She did this correctly, adding trolley tracks and automobiles on the avenue. Fred continued Seventh Avenue southward but no one knew where Eleventh Street was, so we went out to find it, and drew it in on our return. In the afternoon in connection with the "Fog Boat Story," I showed them the picture map of

New York and the Hudson River, which we had crossed on Friday. In playing the "Fog Boat Story" next day, directions of North and South were carefully kept. Fred and Celia, the leaders on our Friday trip, were able to turn correctly each time I asked them by the points of the compass. We saw the two rivers from Wanamaker's Roof.

I am working especially with Albert and Meta, new children.

Fifth Week

See *Block Building*.

IV. ORGANIZATION OF INFORMATION

TRIPS

First Week

On Thursday, I took the class to a store to buy an aquarium. I pointed out East and West and Sixth Avenue and Seventh Avenue.

The children were very responsible about stopping on corners. We went after the aquarium on Friday afternoon, filled the bottom with pebbles and made the turtle comfortable.

Second Week

I had planned to take the children to Wanamaker's

roof but fog prevented both this and a river trip, so I decided to take them to the Pennsylvania Station, as there has been so much railroad building this week.

Third Week

This group need to observe more carefully. Their play shows the need for a common fund of information recruited from some absorbing interest. I therefore took them to Hoboken to the Lackawanna Station, because certain questions which had arisen in the railroad play could be answered there, and because the going and coming of the engines is absorbingly interesting.

Edna and Richard, the class committee, were the leaders. I told the group before we started that they could run ahead of me, provided they stopped at crossings. I emphasized the necessity for standing on the curb while waiting for me. Fred said they might be running and run one step into the street, so Edna warned the children to walk the last few feet before each stopping place. She remembered this and held to it well, so well that Fred complained that she stopped them "In the middle of the block."

We took the Christopher Street trolley over to the river.

Once on the ferry, we watched the cars and trucks as they rumbled aboard but there were few questions. As a preliminary to more careful observation I insisted on quiet while the gates were lowered and the boat released from her chains. The children watched this with some attention.

Edna asked why the water churned up so as the ferry started and we discussed the propeller and the engines. Paddle wheels were spoken of as another method of propulsion. They commented on the fact that the whistle was blown as the boat left the slip.

There was less river traffic than usual, but the children saw tugs, barges, and some small motor boats. I pointed out the directions of the compass and emphasized that we were sailing West to get to New Jersey.

At the Lackawanna Station, there was much interest in the steam engines. We walked down to the end of a platform, where we could see the passenger train yard with its many tracks and signals. A small switching engine was noticed and I emphasized its use in making up trains.

After we had watched a huge express engine for some minutes, it started off, throwing out a great jet of steam to one side. The children were really thrilled by this, showing their interest both by their gestures and by their imitation of the sounds made by the smoke and steam. This is the first group experience they have had into which they have entered with vivid feeling. Meta, a new child, was rather nervous and apprehensive, wanting to go home. The others were eager to see more. Albert, also a new child, was quite calm.

A smaller engine pulled in a local train soon after this, and while we were watching the fire, one of the children asked the engineer to take him up into the cab. He agreed to this and each child was given a turn. Fred was afraid last spring when he had this opportunity, but he showed no reluctance this time. Meta climbed up readily too. Their comments on the fire were expressed

in motor terms, several children swinging their arms above their heads and then sideways to explain how big the fire was.

An express pulled in on a nearby track and the engineer of the local told the children it was the largest engine in the country. The children looked at it intently, pointing out to each other the bell, the sand dome, the coal car, the headlight, etc.

We took the ferry back to New York and then a taxi, as it was raining. This was a joyous experience.

The trip was reflected at once in the drawing done by Celia, Alan and Fred. The story "How the Engine Learned the Knowing Song," read to them after lunch, was actively participated in with great enjoyment.

Fourth Week

Went with the children to Wanamaker's roof to see the rivers to the east and west of New York.

Fred and Celia were the leaders and were very reliable about stopping on corners. The elevators in Wanamaker's interested the children very much. They saw the great rod below the cage which pushes the elevator up and I asked the man in charge whether steam was the power used, and then explained to the children that the push of steam could be used in this way as well as to turn engine wheels, "or boat propellers," said a child. Fred noticed that the weight came down when the elevator went up. Once in the car they looked up and watched the rising with great interest. Meta asked, "Will we bump?"

and another child explained that there was extra room at the top.

On the roof, the children first noticed "the tiny people" in the streets and then were much diverted by an elevated train. I told them they were walking east when we stepped out of the door, so they knew they were looking at the East River. They noticed tugs pulling barges, and a steamer which was anchored in the river. I told them the names of the three bridges to the south and pointed out Brooklyn. They knew I lived there. Someone said that one subway came up out of the ground and went over one of the bridges, so I pointed out the Manhattan bridge especially. Albert discovered the Queensborough bridge to the north and asked about that.

Then we walked west and saw the Hudson River. The view of this was not quite so satisfactory. We could not see the river traffic. New Jersey could be seen pretty well and I pointed out Hoboken, where we had gone on our last trip.

On our way home, someone discovered three chefs working in a basement kitchen, and we stopped to look at them, "Just like the Queer Little Baker Man," said Fred.

DISCUSSION

First Week

Beginning the school day with a talk together is new to the children coming from the five-year-old class, but they have accepted it readily and except for the first day,

have taken part eagerly. Their interest has been held for the full twenty-five minutes.

On Monday I asked them about their experiences in the country. All had seen cows brought back from the pasture. As interest in this seemed lacking, I asked how they had come back to New York from the country. Train, boat and automobile were the ways mentioned.

On Tuesday, I described a city house closed for the summer with the dust sifting in and sifting in. I asked the children what would have to be done before the house could be lived in. (This idea was suggested to me by the play in the yard on Monday.) The interest was keen and answers came in rapid succession, "wash floors," "dust walls," "wash paint," "wash windows," "clean stove," "polish stove," "clean chimney," etc. This brought us to the question of heat for cooking and a child said, "gas must be turned on," which led to a question of why it had been turned off. The reason for this was given as fire. "Water must be turned on" was next suggested and I asked why water must be turned off. The first reason given for this was that faucets might be left running, and Albert told a long story of trouble in his house from this source. Alan also told a story of a leak. The danger of a loose joint in the pipe was mentioned by Faith, and Edna shouted, "There might be a leak!" I added that electricity must be turned on and some one else suggested the telephone must be connected.

Wednesday we discussed leaving the country, packing trunks and shipping them. Alan said there must be a "letter" on each trunk and we discussed the use of tags and the function of express companies.

On Thursday, Sonia brought a turtle to school and interest in this started a talk about turtles. Albert told of the great size marine turtles attain and others corroborated this and told of trips to the Aquarium.

The children knew that the turtle's shell was a protection to him and that it caused his slow locomotion. George said a turtle had no teeth, and when I asked what other animals were without teeth, he said, "Birds," and Sonia, "Chickens." Then we talked about what our turtle needed in the way of food and housing facilities and decided to buy a small aquarium. This we did later in the morning. Then, while they watched him, I read them Vachel Lindsay's "Turtle."

Friday's discussion period was taken up in writing the following letter to the school store.

DEAR VIII's,

We are ordering something from your store. We need one pair of scissors. 2 pieces of chalk, 1 package of drawing paper and 12 crayons of each color. Have you any needles in your store? Have you any yellow yarn?

Send these things over to Group VI A. Our room is downstairs on the 1st floor. We will pay you when you send them.

GROUP VI A.

Second Week

From the yard play of last week, it seemed as though boats were a subject of general interest to the class. So after the attendance was marked on Monday, I asked the children to name different kinds of boats they had seen.

Fire-boats, canoes, row boats, ferry boats, dories, motor boats, steamers, yachts, fishing boats, barges, and sail boats were quickly mentioned. Sonia told a story of a dory at Provincetown, which dragged its anchor and was wrecked by the breakers on the beach. We discussed the advantages of tying a boat to a dock. Motor boats were said to be good for fishing boats, "They can get there quickly." Florence told of a personal fishing experience. I asked what boats we would see if we went over to the Hudson. The children said steamers and tugs chiefly. The tug's function was given as pulling out ocean liners and dragging barges. Richard told of a long line of barges he had seen being pulled by four tugs. Everyone contributed to the talk and followed it with interest.

On Tuesday, the discussion was about boats too. Faith told how Columbus came to America when everyone thought he would "fall off."

On Wednesday, the children arrived intent on the fact that they were going to cook for the first time. I asked how people cooked years ago before they knew how to build houses, and the children shouted that they had to cook out-of-doors on the wood fire. They were all familiar with picnicking or camping, and each one told some story of his experiences. Richard told how at camp they made a support of two poles and hung a pot on these; Albert told how Indians made a fire by rubbing sticks together. Celia told of a big fireplace used for cooking in her country house and explained the use of the crane. Then I asked what we cooked on at home and now. The children said "stoves," and mentioned wood, coal, kerosene and gas as different kinds of fuel.

Third Week

On Monday the children told about their trip to the Pennsylvania Station. They remembered accurately what they had seen and some small details that I had forgotten, but there was little vividness in their descriptions.

During the day, Fred asked about a trestle and also where trains were kept at night, so in Tuesday's discussion we followed this up. I explained that a trestle was a bridge over dry land and this led off to bridges each had seen or crossed. Then we talked of train yards and roundhouses. This led to trolley car barns, which Albert told about. The methods of carrying electricity by cable, by rail, and by wire were discussed.

I had planned to continue the railroad discussion on Wednesday but a dahlia brought by Alan started the children talking about seeds and seed pods, so I showed them some milk week pods that I had in school, and we traced the life of the seed from its falling in the ground to its sprouting and blossoming. I read the "Story of a Cedar Cone," which tells of the growth of a tree.

On Thursday, during our number lesson with coins, Faith said that once there was no money, and several of the children told how goods were exchanged before money was invented. One child told of Indian money, made of shells.

Fourth Week

(See under Orientation)

Fifth Week

Some of the children were so full of their over-Sunday excursions that we devoted the Monday discussion period to relating them. At the same time I tried to call attention to the direction in which each one had travelled.

Then I suggested that we tell about our trip on Friday. This was really for the purpose of bringing the other children into the discussion, and the story told was logical but meager. Later, however, some very good block play developed reflecting experiences of this trip.

During the discussion, Edna sucked her thumb. Several children objected, and remonstrated with her. I had made up my mind that as Edna is continually playing for attention, she must be treated casually, so I said I thought it was none of our business what she did; that it was true that doctors say thumb-sucking is bad for the mouth, but I thought Edna was old enough to understand that, and to stop herself; that we were much too busy in school to look after her. We went on talking and in about two minutes, the thumb was taken out of her mouth and stayed out.

I opened the discussion on Tuesday by looking at the various buildings left on the floor, and saying that I thought the children had made a very good city, but that some things had been left out. I asked what the things were that people in the city would really have to have. Richard said, "Beds and food." This led to stores being enumerated. Drug stores, butcher stores, grocery stores, and bakeries were decided to be the most important. Then Celia said, "We don't need cake," this was agreed

by all. Then Faith said milk was needed and Alan mentioned water.

I emphasized here the absolute necessity in a large city of a clean and pure milk and water supply and asked why it was a necessity. The children knew that disease resulted from germs in impure water. We stopped to discuss what people could do to make water safe. Toilets, bathtubs, soap, and "a sink to brush your teeth in" were said to be necessary, and I brought out the fact that the dirty water must be gotten rid of in some way. Faith said, "pipes" carried it away and Fred added, "sewer pipes." Then Florence said clothes must be worn to keep warm, so we added a clothing store to our list, and then some one else said "shoes," so we added a cobbler. I told the children we called the things that we must have to live, "necessities." Stoves, furnaces, wood and coal were added before the children were satisfied. And at the end, we said that the necessary foods would come from the country.

This was a very interesting discussion and it was very hard to keep to our rule that only one child must speak at a time. Ideas came so fast that everyone talked at once some of the time. Albert and Marie are the first ones to become restless both at discussion and at story time.

Candy stores, ice cream stores, five and ten cent stores, were ruled out as not being strictly necessary and watches, mentioned by someone, were turned down by Faith, who said you could tell time by the sun. We digressed here to point to the East. The children agreed it would be morning when the sun was there, noon when it was overhead,

and night when it went down in the West. Alan said it was the earth turning around that made the sun seem to be in different places and then said, "But what makes the spring time?" I said that we would talk about that some day with Mr. Paley, the science teacher.

The keen interest in the farm play schemes built during the last two days dictated a discussion of farms on Thursday, and this narrowed down to a talk on cows and milking. I read the first part of "Meadow Land Farm" to the children, as I wanted them to get the real feel of farm life rather than a statement about the care of cows and milk, which could come later.

JANUARY

I. PLAY EXPERIENCES

PLAY WITH BIG MATERIALS—INDOORS

First Week

We were kept at home from a trip by rain on Friday, so we spent the entire morning in making scenery and costumes for a dramatization of "The Big Red Apple." This was Faith's idea and she took the main part, that of Bobby.

Fred made a tall apple tree, out of two sheets of large paper pasted together, and tacked it to the broom to make it stand. He worked splendidly, coloring the trunk of the tree brown, and adding branches at the top. Alan made red apples with black stems for the tree. In the story itself, the farmer has picked the apples and put them in the barn, but Fred could not bear to make the tree without apples, so he pasted the stems on and explained to Celia, who was the farmer, that she could cut them off and carry them to the barn before the story began. Celia agreed to do this. She worked hard, using paper and crayons to make squashes, pumpkins, and red and green apples to use in her barn.

Faith made the fire in the fireplace, before which Bobby and his grandfather are seated when the story opens, and the picture book for Bobby to look at. Richard and Albert painted the hearth rug, in blue and red. It had a border around the edge and a design which was worked out with much conversation. Meta was very happy over a gray pussy cat costume which she painted. Florence painted a gray squirrel costume. This covered her in front. She showed me how the squirrel would sit up. Albert, a dog, and Marie, a cow, were without costumes. Marie showed me her brown dress which she said looked "just like a cow." She made a dish and spoons for Bobby and his grandfather to eat the apple with after it had been roasted.

Sonia wanted to play "The Little Rabbit who was Afraid," she and Edna prepared for that, Sonia making a lion costume and mask and Edna a rabbit costume. I gave the children big sheets of paper and suggested that they use paint instead of crayons, since paint could be spread over a large surface more rapidly. Edna began her rabbit first. I held the sheet of paper in front of her face and drew circles in pencil where her eyes came. Then she drew a rabbit's head, with long ears on the top and cut this out. The paper extended down to her knees in front, and she painted the whole thing brown except for red centers in the ears and red nostrils. I held a piece of paper in front of Sonia and was about to mark the eyes, when she said that as she would be down on her hands and knees, she ought to make a covering for her back. She painted this brown, found some heavy cord, and tied it on as a tail. Then she made a mask out of a small

sheet of paper. She was reminded by Edna to make "a name."

At 11:45 all was ready. Faith and Marie put two tables in one end of the room and attached a side of the fireplace to each by thumb-tacks. The completed rug was laid in front of this, the plate and spoons back of it and a string prepared to suspend the apple in front of the fire. A chair was made ready for the grandfather. Alan and Celia made a barn of three tables, using cups for barrels, and filling them with farm produce.

I read the story to the children and then they played it. Sonia asked if we couldn't invite the VI B's to come and see it, so I said that at three o'clock we would give another performance.

Marie, so self-conscious usually, lost herself completely in her small part this time. Alan did well too, but showed a little embarrassment by fooling.

I asked Sonia to tell the VI B's the name of the play when they came and who the various characters were.

PLAY WITH BIG MATERIALS—OUTDOORS

First Week

Playing Eskimos was started by Sonia on Tuesday and kept the whole class busy both morning and afternoon. They built a hut of snow cakes and went hunting seal and polar bear on their dog sleds.

Fred brought a small red lantern to school on Wednesday, and this started the whole group playing train. Sonia and Meta made an engine and a baggage car with

sliding doors, one on each side. Albert started an engine but spent his time talking and never finished it. Celia made a small enclosure she called a dungeon at the foot of the slide. The children became very much excited over being caught in it, so I stopped the play and interested Celia in building a house.

Second Week

The cold weather has influenced the play in the yard this week. The children have fished ice out of the pool in the river yard, and chopped it into bits or used it to play ice man. When the pool froze solid they slid on it with great hilarity.

Sonia has introduced various animal plays. These consist chiefly in hunting animals, such as monkeys or tigers, catching them in a trap, and bringing them to New York to the Zoo. There has been a great deal of running and chasing in these plays.

On Thursday afternoon, after our trip to Staten Island, Richard stood motionless on top of several blocks with one arm upraised. The other children were dashing and chasing about him but he stood silent and impassive. His expression was so thoughtful I knew he was playing something. When one of the children asked him what he was he said, "The Statute of Liberty."

Third Week

Sonia has been the leader and organizer of animal games several times this week. She has so many ideas

and carries them out so well, that the children all enjoy playing with her. One day five children were monkeys, while Albert was the hunter. Sonia made traps of blocks and boards into which the monkeys fell, one by one. They were then loaded on a steamer and brought to New York to the Zoo. On another day the children were jackals, and Sonia caught them and brought them to America. Bringing in ice from the other yard has also been an absorbing occupation.

Fourth Week

The children have played boat a good deal this week. On Tuesday, after they had stood around in the yard for some time, I suggested building an ocean liner and helped to start it.

Sonia introduced a game of pirates on Wednesday. A very fine sailing vessel was made of the biggest box. Blocks and a long board made the bow and the bowsprit. The rake served as a mast, and two boards as sails. Sonia, Fred, Florence, Meta, Faith and Celia pulled up the sails, shouting, "Pull boys, pull!" Then Fred sat on the bow, with Sonia just above him on the box. Celia and Faith retired within the cabin and Meta and Florence stood on the deck back of the sail, while the boat sped through the sea. The pebble pit served as "Treasure Island," and having reached its shores all disembarked and filled the pails with pebbles which they carried back to the ship. Sonia was struggling to explain the Stevenson story, but I suggested the simplification of just finding

and carrying away the treasure, and this satisfied them all.

On Friday a great pile of blocks suggested icebergs to the children and some played polar bear while others played shipwreck. Everyone but Richard was either struggling in the water (the pebble pit) using our two automobile tires, part of the yard equipment, as life preservers, or galloping about the yard chasing polar bears, but he calmly played garbage man, getting rubbish in the little express cart and dumping it in the waste basket.

BLOCK BUILDING

First Week

The play on Monday and Tuesday was lacking in zest and showed that farms (farming was made the chief topic of interest in the months of November and December) had lost their real hold on the children, and that a new interest was needed. The trip to Hoboken last Friday and the discussions on Monday and Wednesday were planned with this in mind.

On Wednesday Albert started the Hoboken docks on the West bank of the Hudson, but I destroyed his interest by insisting on too accurate representation. Sonia made a grain elevator. She used yarn to represent the moving belt and clay baskets for buckets. Richard started to draw, but I suggested block building to him as he spends so much of his time in drawing. Just at this moment, Sonia said, "Where is a tug to pull my elevator?" I

asked Richard whether he couldn't rent her a tug and he responded with alacrity, making a tug of peg lock blocks. First they used yarn to hitch the boats together but this broke. Then they tried string, tied to nails. Richard pushed the tug and Sonia pushed the elevator. Up the Hudson they moved, past Edna's farm and Meta's farm, Sonia saying, "Slowly, slowly." All the children were interested. When the end of the room was reached, they drew the boat up to the shore, and lowered the gang-plank.

Sonia ran to the shelf and found a toy farmer, carrying a bag of corn. He was used to load the elevator with corn from Marie's farm. Meanwhile Florence and Faith who were still playing house, brought their doll children to see the elevator. Fred and Albert had been working on a railroad meanwhile, and they carried grain to the city. Meta and Alan were building big steamers.

On Thursday, Alan appealed to me for help, saying his *Leviathan* ought to be higher than Sonia's grain elevator and he could not make it so. I talked this over with Sonia and we all decided that the *Leviathan* really was much higher than the elevator. She agreed to lower her tower if I would help, so she and I took off a few tiers of blocks and the relative sizes were attained, to everyone's satisfaction. Richard ran at once to his tug and said to Sonia, "Are you ready to come out now?" But Sonia said no, that it was winter now and the river was frozen. She transferred her grain to Fred's train, which took it to the city and Richard joined Alan who wished to take the *Leviathan* downstream. It was so heavy, they had to screw in hooks, fetched from the big shop,

before they could make the string hold. They worked like Trojans, Richard saying, "chug, chug, chug, chug!" and Alan calling, "Look out, stop!"

Marie and Florence were untouched by this new interest. Marie talked constantly while playing alone. Taking a doll from visiting Florence she said, "She goes home, she goes and sits in the library to read a book," putting the doll in a chair and placing a tiny paper in her hands. This represented a book from the bookshelves made of peg lock blocks. A little later she put all the dolls to bed, saying, "See, they're all asleep!" As she took them up she said, "Now it's morning."

Edna meanwhile had made a freight yard with Albert. They ran trains, using signals and being very accurate. Edna's language is quite adult. "Now I'm going to make a switch going in two directions." A switching engine was used in the yard.

Celia built a park. Her interest is always in design. A pathway led up to a sort of temple of Babylonian effect with steps and balustrades leading down on the opposite side.

Second Week

All the children but Meta, Florence and Celia, built boats on Monday, and all through the week steamers ran to England, ferries ran across the Hudson, coal barges carried coal. Florence was drawn into this play later, building a very good ferry with a deck and two pilot houses, also a ferry house with a ticket office and waiting room. Meta built a hotel in the country up the Hudson

and her inability to get across the river stimulated Faith to build a ferry and run it for her. Edna's patience was too short for the slow progress necessary to the boy's boats, so she retired from the tug boat business and took up farming near Meta. Fred, bringing his boat to the bay, found the entrance to the Hudson River blocked by Albert's and Alan's boats. He said to me, "I can go up the East River and through the Harlem and down the Hudson." He drew these rivers on the floor and pushed his boat around that way. Later in the week we looked at the Harlem River on the map and decided it would be too shallow, really, for ocean liners.

Third Week

The most complete block scheme of the year resulted from the trip to Staten Island. The whole group took part in it, and the constructions were played with, with much zest and interest.

On Monday, after a discussion of our trip, Meta said she wanted to build the Statue of Liberty. I asked her where she would put it and she said "in the bay." Albert said he would make Governors Island. Sonia said she would make Battery Park and the Staten Island Ferry House "at the bottom of New York." I asked the children in what part of the room the bay should be and they pointed correctly to the south end. Then I asked what lay to the East of New York, and when they said the East River, I drew two chalk lines on the floor, repeating this on the West to make the Hudson.

As soon as the rivers were outlined, Florence said she would make the Sixth Avenue elevated in New York,

and Fred that he would make his apartment house on Sixteenth Street. Edna decided to build the Lackawanna Railroad in New Jersey. Sonia wanted to make Staten Island, so I asked her where it should be and at her direction drew a chalk line to represent it in the extreme end of the room.

Both Albert and Meta used blocks laid flat to represent the small islands they were making. Both felt the form of the islands enough to make them circular, not square in shape. Meta began Bedloe Island on the same side of the bay as Governors Island, but she corrected this after I had suggested that she look at the map. She built the pedestal and placed a doll on top of it. The doll stood erect with one arm in air, the hand being covered by a small clay jar which suggested a light. This fell down repeatedly and finally she took a Statue of Liberty drawn by Richard, and thumb-tacked this to two blocks, so it would stand erect.

Opposite her, across the bay, Albert worked absorbedly on Governors Island, building two lighthouses, and a round pile of blocks suggesting a fort.

Sonia made the Aquarium in Battery Park, with five small enclosures for fish. In one she placed Albert's clay walrus, in another Faith's turtle of clay, in another Celia's goldfish, in another Richard's duck. Then she ran for the peg lock fences (made by the children for the farm play in November and December) and made a little enclosure to represent the park, with one lone tree and a little grass in it. Below this she built the ferry house. She made a narrow entrance which led to the ticket office, a small square enclosure with a small window through

which tickets could be purchased. She put two dolls inside at a table, and made strips of tiny red and blue tickets, "red for grown ups and blue for children." Beyond this she made a ticket box and seated a doll beside it to watch it. Next she made the ferry slip and the ferry.

Florence, meanwhile, was working on the Sixth Avenue elevated. This ran South in the center of Manhattan Island and curved over to the East just as the real "L" does. One signal was placed at the curve, arranged just as we had seen the signal on our trip, and another was placed just in front of the Battery Park Station. Elaborate stairs led down to the ground level.

Fred made a large six story apartment house, "my apartment house on Sixteenth Street." His interest was well sustained. Celia made the *Leviathan*, using triangular blocks to form a pointed bow. It was not so large as the liners built by the boys last week, but in shape it was quite accurate.

Edna started the Lackawanna Railroad in New Jersey. The space to work in was limited and she did not progress far with it.

On returning from their naps, the children flew to work again. Faith and Celia built a church at the northern end of Manhattan. They seated the dolls in rows before the doll minister in the pulpit. Meanwhile, Sonia had run her ferry to Staten Island and had been bitterly disappointed to find "no houses there." Meta immediately said she would build a house there. Albert and Richard built a freight yard we had seen there on our trip.

Fred now finished his apartment and went to the shelf

for dolls. He was disgusted when he found they were all in use and most of them at church. I suggested that as a church could not feed and lodge people, the dolls might live in Fred's house and merely attend services in the church.

The children welcomed this proposal and it was put into effect, except that Fred tried to take the people out of church at once, and Celia remonstrated violently saying, "We are right in the middle." He let the service come to a close and then took eight of our new toy farmers out and arranged them on a block, two by two, saying to me as he pushed them down toward the lower end of New York, "You know those long crowds that come out of church, Miss Stanton." Sonia was ready to weep because no one had come to see the Aquarium, so Fred said all his family were coming. He arranged the dolls in front of the enclosures and let them stand there for some minutes, gazing at the specimens. Faith, walking by, said to Sonia that she didn't think her turtle could be seen at all, as it was back of the big bowl containing the goldfish.

Next, Fred took the dolls to the ferry house. He arranged them in a long single line and let each one stop at the ticket window. Then Sonia tore off a ticket and handed it through the window. Fred made the doll drop it into the ticket box and then go into the waiting room. Finally when all the dolls had dropped their tickets in, the two children marched them on to the ferry. There they had to be left until morning as the time had now come to go out in the yard.

Celia and Faith, meanwhile, had made automobiles

out of blocks for the other worshippers, who were leaving church. Each doll sat in state in what appeared to be a small wooden chair. These were placed one behind the other in a straight line, twelve of them in a row, looking for all the world like a traffic jam in a very busy street. I said to the children that it looked just like a crowded street except for one thing. Faith said, "We need a policeman," and they placed a doll with raised arm in front of the cars.

On Tuesday the children objected to going out in the yard, they were so eager to get to work at their block scheme.

Richard worked on Brooklyn Bridge again. He had built very crudely on Monday.

Celia and Faith flew to their church, turned around the automobiles that had been carrying the people away, and brought them back to attend a service. Albert became interested and brought some of his men from Governors Island. Celia and Faith started fooling, so I stopped the church play and asked them to look at New York and see what else the city needed. Celia said, "The Woolworth Tower," at once, and Faith said, "the Metropolitan." Each knew the correct location of these buildings. Celia built the Woolworth near Battery Park. I told Faith that Fred's house was at Sixteenth Street and she counted up to Twenty-third Street, making a line on the floor for each street. Then she built the tower. It fell twice, so I suggested that she try an entirely different way of making it. She builds very roughly, as a general thing, but this time she settled down to concentrated work and evolved an entirely new method of placing the

blocks which was strong and satisfactory. She made a pointed top which was much admired.

Fred and Sonia ran at once to the ferry boat, on which Fred's dolls had been waiting since the day before, and pushed it down the bay past the Statue of Liberty, past Governors Island into its Staten Island dock. Fred ran for his red lantern and gave this to Sonia to set on the end of the pier, to represent the light we had seen on the trip. He took his dolls off the boat and let them look at the freight trains, but Sonia soon called "Twelve o'clock now, the ferry's going," so Fred rushed his dolls on board for the return trip. Sonia made a clock of blocks as soon as she reached the New York pier, so that she would know when to run the ferry. Fred then took his dolls to the elevated station and asked where to buy tickets. Florence said she would make a ticket office and tickets which she did. Then the dolls were put on the train. Meta told me at this juncture that she did not want to play with her house on Staten Island, so I suggested that she help Florence as the latter needed a station at Fourteenth Street for Fred's family, who were on their way to Sixteenth Street.

Albert took his men on a visit to the Statue of Liberty but complained that it was not safe, as Meta had not put any railing around the edge of her island.

Edna continued her Lackawanna tracks and made a freight yard. She said she would bring food and coal for the people.

While struggling with the removal of his leggings on Wednesday, Fred said, "I can't wait a minute, I want to work all the time." He added a chimney to his house

making long tails of "smoke" out of paper and thumb-tacking them to the block representing this. He took his dolls on excursions over the city again, adding great zest to the boat and train play.

Celia and Florence made blue "uniforms" out of paper for the ticket sellers on the elevated. Meta took over the running of trains, and was thrilled with this new interest.

Sonia decided to build the school on Twelfth Street, so Richard, who was not building, ran her ferry for her. She cautioned him particularly about changing the pilot from one pilot house to the other at the end of each trip.

Fred complained that his family were starving as there were no stores at which to buy food, so Albert built a store on Seventeenth Street. (See discussion under Organization of Information Wednesday, third week.)

On Thursday, only Albert, Fred and Sonia retained their interest in building. Albert built a dredger in the bay, and Fred did the same, after some play with his house. Marie, who has been absent for ten days, joined Sonia in the construction of a motion picture theater, which was very completely worked out, with a stage on which Sonia's own pictures were shown, an orchestra of dolls "playing music," and rows of seats, on which all the available dolls were placed.

On Friday, owing to wet weather, our usual trip had to be postponed. The children, having laid out Twelfth Street and the adjacent streets and avenues, built the school, the hospital across the street, the jail on Tenth Street and Cushman's Bakery on the corner of Tenth Street and Greenwich Avenue. Marie built this all alone, accurately reproducing the counters and cashier's desk.

Dolls served as sales people and customers. Faith and Florence were drawn into this play, making pies, cakes and jelly-rolls out of clay. Ovens were made, in which to bake these.

Fourth Week

As there was a good deal of difficulty in pushing the block boats last week, owing to the small size of the Hudson River, I suggested this week that we draw the Hudson larger, and leave out the East River and Brooklyn. Fred said we could pretend the yard to the East of us was Brooklyn, and this satisfied everyone and gave plenty of space for the boats.

Fred, Richard, and Albert built docks on the New Jersey side of the River. Fred made the *Leviathan*, experimenting a good deal, and finally achieving a fairly stable construction which he pushed about without its falling. Albert made an ocean liner, too, of totally different construction. He used a long narrow block as foundation, but built a wide boat on top of this, which was so well balanced that it crossed to England several times before disintegrating. He marked out the channel in the bay with buoys and Faith and Celia were drawn into the play long enough to make lighthouses for the steamers. We consulted the map to see where these should be placed, and the Narrows was agreed upon as the essential spot for them. Both these boats ran regularly, being hauled out of the dock by tugs, then pushed carefully between the buoys and so across the ocean. Both boats were anchored in the bay one day, when lunch

time came at an inconvenient moment. Albert's missed the channel one day and stuck in the mud until high tide floated her off. Having pushed the *Leviathan* into her dock, Fred cut a cover of paper and placed it on the top of the last funnel, an accurate reproduction of what we had seen on our trip. All the children were interested in the word *Leviathan*, when its meaning of sea monster was explained to them. Albert brought coal, clay beads which Faith and Celia had painted black, in barges over from New Jersey and delivered it to the girls' apartment houses.

Celia, Meta and Florence each built such a house. Celia's was six floors high, very well put together, with a roof garden on top, which gave it a very pleasing effect. The other two did not build as accurately, but their interest held all through the week, new features were added each day, their numerous families were taken in and out, and constant conversation was carried on.

Faith built the Statue of Liberty on Monday. She really concentrated on this, and the resulting construction showed how poorly she observes. A long low house with some furniture in it represented the keeper's house, and back of this, on a small tower of blocks, was placed the clay Statue of Liberty made by Richard. The other children criticised this at once, saying the Statue of Liberty looked high, but I defended her as she seldom makes as much of an effort as she did with this construction.

Edna and Sonia made farms at the north end of the room. Edna's barn was beautifully made with floor, stalls, an upper floor, and a pointed sloping roof. This

came I think from a talk we had had on Friday last, when the children saw the janitor shovelling snow from the flat roof of the passageway. Sonia gave as a reason for this that water rots wood, and I asked whether anyone knew how roofs were built in places where much snow falls. Meta said that their house in Massachusetts had a steep pointed roof, and all recognized that the snow would slide off from such a roof. Edna made hers by standing a row of eleven-inch blocks in the center of her upper floor with five-and-a-half-inch blocks on each edge at the sides. She tried every kind of block in the room for the roof itself, and then asked if she might get some beaver board from the shop. With my help, she measured the distance from top to side and along the sides and came back with two pieces which just fitted. The usual pasture was built outside the barn. Sonia made curtains and portières for her farm house out of muslin and all the city houses then blossomed out with curtains and shades.

Alan returned on Friday after a ten days' absence, and built an ocean liner at once.

All the docks are now built like Sonia's ferry dock made last week. I am not explaining the difference between a ferry and a steamer dock, as I hope the next trip will clear this up.

DRAWING AND PAINTING

Richard drew steadily from eleven to twelve on Monday, making his first picture of a horse and wagon.

In the afternoon we had a quiet drawing time from 2:30 to 3:00. Alan had become very much interested in making horses. Meta drew the *Leviathan* stuck in the

mud, using three sheets of paper pasted together. She asked what flag should hang at the stern, and Celia made her an American flag. Fred tried to do the same thing, but smeared the paste all over. He has not yet become an efficient worker (contrast reference to him under Painting, page 158) with the materials. Several children drew green hills with houses on them.

Third Week

Meta, Edna and Celia have painted steamers on large sheets of paper this week. Sonia and the boys, on the other hand, have used block building as their means of expressing the current interest in boats.

Edna's steamer was full of vigor and action. She drew the outline of the hull with one long sweeping stroke of the brush and then filled it in afterwards in black. She drew two decks above this in the same way, and added masts at the bow and stern as well as smokestacks.

Celia and Meta attempted to put in more detail but their boats lacked the vigor shown in Edna's.

Fourth Week

Great interest in painting the latter part of this week. The improvement in technique has made possible the painting of some very satisfactory big pictures. Meta drew a tug and a coal barge on a big sheet. Edna painted a canoe, with a splendid sweeping line for the upper curve of the boat.

Celia and Florence have made trees and houses on small sheets. Both children handle paint much better now

than they did. Faith painted a charming house and tree, making an interesting choice of colors.

Albert slaved over a black boat on Friday, with blue waves curling up on it, and blue portholes.

Fifth Week

There has been a good deal of interest in drawing on the big sheets. Several children have returned to crayons instead of using paint. Sonia drew a very life-like rooster one day, full of accurate detail. Celia's green hill had a little brook running down its slope and dashing over the stones. Fred started a brook on a big sheet. He came to tell me he had made a stone in it, then came to tell me he had made a little worm in the water. He is the only child who does this.

Celia upset a jar of red paint on Friday. She worked splendidly scrubbing the floor afterwards.

None of the pictures lately have had stories about them.

CLAY

First Week

Celia and Albert modelled hills with tents on them. Edna tried this on Tuesday, adding an open fire for cooking. Richard modelled a tree and tried an alligator but without success.

Fourth Week

Clay was used on Friday to make cakes for the block

bakery. Richard modelled the Statue of Liberty, using toothpicks for a crown.

Fifth Week

The use of clay for coal was instituted this week. Edna and Florence modelled large rabbits on Friday.

II. PRACTICAL EXPERIENCES

SHOP AND BENCH WORK

First Week

Florence and Faith have made and painted semaphore signals this week for use in the railroad play. Meta has made a table.

Second Week

Edna has finished a very well made truck. She used it in connection with her farm but took it home at the end of the week.

Third Week

Celia and Florence have made signals in response to demands from Sixth Avenue elevated and the Lackawanna Railroad. Faith and Meta have finished and painted their coal barges, for use in the boat schemes.

Fourth Week

Now that boats are the main interest in the block schemes, bench products have been coal barges and tugs, chiefly. Round tables with a design painted on them have been made this week also.

COOKING

Cooking lessons this month have included the making of cake, of gingerbread, and of gingerbread boys.

CLASS ORGANIZATION

First Week

Alan and Sonia were class committee this week. The latter was overjoyed at her election and was most efficient in office. She and Alan worked well together, having no disputes as to who should lead, but remembering who had had the last turn in leading the line or being door keeper, and alternating without help. A student teacher took the class on Wednesday and reported that they managed themselves without difficulty. On Friday afternoon, elections for the following week were held. The meeting became quite noisy, several children starting to nominate before it was time. Faith stood up and I seized upon this to suggest that a child stand before he speak. I explained that this would simplify my own handling of the meeting and would also assist them in seeing who had the floor, and I explained the meaning of that term. Faith and Meta were made class committee.

with Fred as substitute. Florence said, "He doesn't push any more," as she nominated him. He was unanimously elected. Edna was quite heartbroken over this as she had wanted to make him paste committee, so the choice was put up to Fred and he said he would rather be substitute on the class committee. Edna shouted with wrath at this decision and made such a fuss that I took the nomination out of her hands entirely. Celia rose and said she thought we needed a coat and hat committee, as wraps often fall from the coat rack and are left lying on the floor. This was a very good suggestion. Edna having calmed down by this time, was nominated by Marie and elected. I asked her to stand and state what she thought her duties would be, and she said that she would pick up coats and hats and also see that rubbers were put in their proper places.

Second Week

Meta and Faith have made a fine class committee remembering each day who was to mark the calendar, etc.

Third Week

Nothing new to report.

Fourth Week

As Miss Pratt felt that electing Committees was making the group think too much about each other's behavior, she asked me to appoint the committees for the week hereafter.

So on Monday, I told the children that I would choose committees for a time. There were several protests, but these disappeared when I said that each outgoing committee member might suggest to me the child he or she would like to have serve for the next week.

I disregarded one suggestion by appointing Edna on the class committee, otherwise I took the children's "nominations."

Edna has been very noisy ever since the Christmas vacation. The pleasant relationship and understanding between us has broken down and she has shown the antagonism which she displayed at first. I felt that putting her in a position of responsibility might help her to feel once more that we were working together rather than against each other. I also arranged for her to rest alone instead of with the other children, and she showed some improvement by the end of the week.

I put Richard on the Committee with her as he is very quiet and self-contained, and handles the children well. These two were the leaders on the trip Thursday and made a striking contrast. Richard, buttoned up in his thick winter overcoat, with his hands thrust into the slits at each side, to keep them warm, walked calmly down the street, observant but not excited. Edna danced beside him, often running ahead and oblivious of the responsibility of keeping the line behind her. When the children ran ahead of me, Richard stopped promptly, and pushed any child back who looked as if he might be going by. Edna ran a step or two ahead each time, except on the way home, when my repeated warnings had taken effect. She seemed more immature in her performance of this

duty than anyone in the group. Have talked with her mother and we have decided to let her rest alone each day in school, go home for lunch, and stay at home on Wednesday and Thursday afternoons.

Fifth Week

Nothing new to report. Florence and Sonia have made a good committee. Sonia's insistence on a perfectly straight line and absolute silence has made getting about a little slow.

Edna is much quieter and more controlled now that she stays two half days at home.

III. SPECIAL TRAINING

PHYSICAL EXERCISE

First Week

The children enjoyed running relay races on Monday. Edna, who is usually so quick in comprehending things, did not seem to get the idea at all. She has improved very much in her ability to stand hard knocks. She and Alan wrestled on Wednesday and she was thrown down hard but made no outcry.

Second Week

The children are always eager to use the big yard for running games and we have had more opportunities than usual this week. On Monday afternoon, we tried relay

racing, with five on each side. This was greatly enjoyed, though touching the hand of the waiting runner proved pretty difficult for the children at the first trial. There was much more interest in the running than in the winning.

The children are quite independent now about starting games, such as "The Boiler Burst," or "Wood Tag." We played "Steps" several times with the VI B's. Meta played this game with great caution and control. Alan flung himself forward recklessly and was caught every time. Albert was sent back almost as much as Alan. Sonia took being sent back very badly. The others played pretty well.

Third Week

The cold weather has made the children very active and vigorous. There has been a great deal of playing tag and chasing just for the fun of running.

Fourth Week

There was more use of the ladder this week than there has been for a long time. Florence has learned to hang by her feet from it. She has gone off by herself over and over again to practice this, and as yet only does it when the ladder is near the ground.

CARE OF ANIMALS AND PLANTS

First Week

We bought three narcissus bulbs on Wednesday and planted them in a small bowl.

Third Week

On Thursday we went to the store on Sixth Avenue where our aquarium was being mended and brought it back to school with four goldfish and some water plants. On Friday the children worked hard washing pebbles brought in from the yard, cleaning the aquarium, and filling it with water.

Richard has taken good care of the bulbs. There is great interest in the roots and buds.

Fourth Week

Much interest in the fish this week. The children have watched their feeding by Celia each morning. One fish always finds his food first and the children call him "Smarty."

Albert has taken care of the bulbs. All four have blossomed this week and Sonia especially has enjoyed the white flowers. As she stood beside them one day before lunch I heard her say "They're all lighted up, they're beautiful, aren't they!"

LANGUAGE

(See also under Discussions)

First Week

I read the "Big Docks of Manhattan" by Mrs. Mitchell on Monday afternoon. The children enjoyed it greatly,

asking me to read it all over again when Alan came in late.

Other stories and verse read have been the children's own story of "Gansevoort Market," composed by the group in November, "Rain" and "The Big Red Apple."

Second Week

On Tuesday morning, we played a phonic game, naming words beginning with the hard C sound, such as "cat." Interest was very keen. The following list of words was given.

cat	call	card
cud	cap	candy
cuddle	cattle	corn
cow	cry	corn-meal
cooking	calf	cob
cookie	coal	crown
cradle	cubes	cloud
cocoa	cakes	crowd
king	cold	can
comb	cup	camel
cut	coal car	camp
cocoanut	cough	cup
come	cork	cotton
cream	car	

The interest in block building has been so very keen this week, that the children have not cared for stories. I started the "Big Docks of Manhattan" on Wednesday,

but gradually one by one, each child in the group asked to go on with his or her building, until everyone but Richard had gone.

"The Big Docks of Manhattan" and "Trimmers and Stokers" were listened to with interest on Thursday in the few minutes that we had before lunch, after our trip to Staten Island.

The next morning, Mrs. Mitchell played a new game with the children. She began reciting a little patterned phrase, "What am I? What am I? You saw me very well. What am I? What am I? Now *Sonia* can you tell?" Then she described one of the things seen on our trip.

"My long arm is made of iron,
Into the bay I bite."

Sonia guessed "the dredger" at once, and the game was continued until each child had had a turn. Some of the descriptions were in terms of hearing and others in terms of feeling. The children were fascinated, even Celia being entranced. After all had had a turn, the game was changed a little, and each child tried describing something for another to guess, Mrs. Mitchell repeating the pattern for them.

Their descriptions follow:

Sonia: "Puff, puff, inside me red." This was guessed as being the fire of a steam engine.

Edna: "It blows and blows and blows, when the tide comes in, it stops blowing." A sailboat.

Meta: "When the tide went out it began to go."

This was guessed as being a piece of wood or a sailboat.

Alan: "He flapped his tail and he flapped his tail and he swam along to the ocean." Fish.

Albert: "Puff, puff, puff, I pull big things." Steam engine.

Florence: "I'm very big, I have three smokestacks." The *Leviathan*.

Richard: "Puff out something very soft." Smoke.

Celia: "I blow my whistle toot, toot, toot!" Ferry-boat.

Faith was the only child who had nothing to describe and she is the only one who usually fools on trips and does not observe well.

Third Week

The children began to play the new language game on Monday. Albert said, "I am a big black thing with port-holes on my side." This was recognized as the *Leviathan* at once. Sonia said,

"Rocking, rocking on the waves,
You heard me out at sea,
On foggy nights I play,
Music here you see."

This was a bell buoy. Sonia is interested in rhythm and rhyme and works for this rather than content.

The only stories read this week have been "Speed" and part of "Boris," following the work in orientation Friday.

Have read several short poems from Skinner and Wickes' Book of Verse.

The children were fascinated by "Speed" listening without a sound or movement, except when someone stopped me to ask a question. They were much amused by the expression, "a brass hiccough," and also by the various epithets used by the different people in the story.

Fourth Week

I have read the children a number of verses from Skinner and Wickes' "First Book of Verse" this week. In two readings they learned "Three Little Owlets" by heart. Another favorite is "Over in the Meadow."

The story of "The Nancy Brown" was poorly received on Wednesday when Faith was in a silly mood, so I stopped in the middle. The children begged for it next day and listened with the greatest interest.

Tuesday's discussion was spent in naming words beginning with D. There was some discussion of such words as "dough" and "doe" and "deer" and "dear."

duck	dumps	die
dog	deaf	dye
day	darn	doe
door	dong	dough
Douglas	doll	dove
David	Daddy	dear
deck	day	dull
Decatur	dock	do
dark		

NUMBER

First Week

The children have played dominoes several times this week. All play easily now.

Fred, Richard and Sonia recognized three and four, and four and four readily.

Marie and Richard and Alan were much interested in finding that there were two tens in twenty, and three tens in thirty.

Second Week

Interest in dominoes has been strong. There were three players each day before lunch. Edna played for the first time on Thursday. It was hard for her to understand that only one half of the domino counted in matching.

The children have difficulty still in recognizing three and four, and four and four, so I am keeping them on combinations below eight. After our trip, when we had placed numerous nickels in ferry and elevated train boxes, Florence was very much interested to find that it would take 15¢ to take three children on one ferry ride. Celia was quite disdainful about this. She knew how much money it would cost to take not only four but five people.

Third Week

The game of dominoes still holds everyone's interest and each day before lunch the children take turns playing. After each game, one child joins those playing number

games with me, while someone from our game takes his place. Sonia, Richard, Albert, Fred and Florence have tried several times finding out how much it would cost to take three and four and five people on the ferry at 5¢ apiece. This led to counting by fives. Finding the number of tens in forty and fifty has been tried several times, too.

Fred has held his own well playing with Meta. As the children have become more familiar with the combinations, interest has increased. Faith and Richard have tried counting by threes, and can do so correctly up to eighteen, without any concrete associations. Faith has a bad habit of counting all the combinations.

I often give one child three sets of six cubes, and then let him show me three different ways of making six. Albert did this quickly both with six and eight cubes.

Fourth Week

The usual games have been played.

Two new sets of dominoes have made it possible for four children to play at once, and everyone has enjoyed this opportunity.

Counting by fives, Faith and Marie figured out that I must have paid the car conductor 50¢ for ten people.

MUSIC

First Week

A very good music lesson Tuesday.

First the group played "Looby Loo" then, watching

Miss Stewart's chalk, sang high or low as she pointed. Then Albert went to the board, and drew pitch pictures of what she sang. Both he and Sonia did this correctly. The familiar farmer song followed, one half of the group singing the verse, the other half clapping and singing the refrain. Alan has changed his attitude toward music. He is now as interested as he can be saying, "I know that one," when a song is played.

Miss Stewart played the boat refrains from the "Fog Boat Story" and the children recognized the different ones and sang them. A pitch exercise, "Catch me if you can," followed.

On Friday there was a new song about the ship whose crew were white mice and whose captain was a duck. The children enjoyed this greatly. After several other songs they had a band, Albert, Meta and Celia each having a turn as director.

Second Week

A new game introduced on Tuesday, was enthusiastically received. The children marched about the room clapping the rhythm, when Miss Stewart played something in the treble, and swinging it when she played in the bass. Any child making a mistake was taken out of the line at once. At the first trial Sonia, Fred, Faith, Meta, and Alan were caught, but afterwards when the idea was clearly understood, not a single child made a mistake. The class was very much excited by their success and shouted with joy afterwards.

Several songs were sung. A band closed the lesson.

New music which involved playing loudly and softly made careful listening necessary. Celia enters into the music with gusto.

Friday's lesson began with a new marching exercise. All did this correctly without a mistake. After they had sung several songs, Miss Stewart put a pitch picture on the board telling the children it was one of two familiar songs. Richard was quick to recognize it. Then Miss Stewart sang the first phrase of a song, all on one note, and asked who could write it. Celia and Fred tried but failed. Then Florence offered to do it and wrote it correctly. Individual work with the tone bars, reproducing four or five notes played by Miss Stewart, closed the lesson.

Third Week

Miss Stewart began the lesson on Tuesday by singing the children a new song about Eskimos. They recognized their old Eskimo song the minute it was begun on the piano and sang it with enthusiasm. Miss Stewart asked them to sing it aloud until she clapped her hands. Then they were to go on singing it inside their heads, until she clapped again, when they were to sing aloud again. Faith did this correctly the first time, and then the others understood and did it correctly. Faith recognized another song played on the piano, and this was sung several times, Miss Stewart varying the rhythm and the children following accurately. "I saw a ship a-sailing," which is very popular, and the "Market truck" were sung next. A pitch exercise to the words "Throw a snowball," followed.

Meta was the only one who sang in a monotone, but Florence and Sonia were poor in reproducing the pitch. The others were all good. Richard has improved wonderfully.

Miss Stewart then sang an arpeggio to the words "Pile the snow high" and "Make a snow man." Celia recognized the similarity in sound and said, "They're all the same." Miss Stewart then drew it as a pitch picture on the board.

Fourth Week

Nothing special to report this week.

RHYTHMS

Third Week

Monday's lesson began with the hop skip step. Edna is the only one who cannot do it. She still toes out with her right foot. After skipping, resting and stretching, soft music was played and the children stood still, folded their hands and swayed from side to side in time with the music. Meta is very tense and very supple.

Stepping rhythms followed. The children listen very well now. Alan fooled, so I took him out for a while.

Fourth Week

The children were given large light balls on Monday. Skipping, bouncing, and catching the ball in time to the

music was tried, but only Faith, Florence and Albert did this correctly. Bouncing the balls from one to the other and exercises on the floor completed the lesson.

ORIENTATION

Second and Third Week

(See under Block Building)

Fourth Week

On Friday morning, we spent the discussion period in laying out Twelfth Street and the streets nearby and putting in familiar buildings. I made Twelfth Street, then Florence drew the school and Alan's house. Fred put in Seventh Avenue and his house at Sixteenth Street. Then I started each child at the school and each one went home, telling where he or she was going and drawing his house on the floor when he reached the proper place. Edna went down Seventh Avenue one block to Eleventh Street and drew her house there, locating it correctly on the South side of the street. We had quite an argument the last time we tried this floor work. On that occasion I took the whole class out to find Eleventh Street and let Edna run across the street to her house to get the feel of its being on the downtown side.

See also Block Building.

IV. ORGANIZATION OF INFORMATION

TRIPS

First Week

Mrs. Mitchell and I took the eleven children on a trip to Hoboken. This turned out to be quite an adventure, and the most interesting experience we have had this winter.

Alan and Sonia were leaders. We took the Christopher Street car to the ferry. As Alan had been so interested in the disappearance of nickels in the subway coin boxes, I showed the children how the tickets fell through in the ticket box at the ferry house, when the man moved the handle up and down.

Once on the upper deck of the ferry, we saw coal being unloaded from a barge into a bin in the ferry house. There were a great many boats in the river and many questions were asked.

As we neared the Jersey shore, we noticed a huge steamer in a dock just above the ferry slip and someone said it must be the *Leviathan*. When we came within reading distance, we found to our great joy that it was. The three huge smokestacks were commented on and their colors noted. Mrs. Mitchell told us the colors meant that the steamer belonged to the United States Lines.

After leaving the ferry, we walked past the passenger station to the end of a slip, in which rode several lighters. Freight cars were standing on the tracks which ran down each side of the slip. A huge crane was transferring great boxes to the lighters. I questioned a man I saw

watching us from a window about the less bulky freight, and he said this was all handled at the piers south of us, and that these could be reached by walking up the tracks and crossing the next slip in a small ferry.

Mrs. Mitchell found a workman who offered to show us the way, so we walked up the tracks and crossed three or four, to the next slip.

The ferry proved to be a small heavy boat, like a miniature barge, hauled back and forth on a cable stretched from one side of the slip to the other.

We had to walk down the fairly steep gangplank and then step aboard. Edna was the only child who was at all timid.

When we reached the opposite side, the children shouted at the number of freight cars and tracks. This was just what I had wanted them to see as a next step after the market. They at once picked out cars like those they had seen on Tenth Avenue, "meat cars," and "milk cars."

The dock superintendent and a special policeman took us all through piers Nos. 3 and 4, hundreds of yards long. Tracks run down the center between the two piers, to the left of pier 3 and the right of pier 4 are slips.

The first freight we saw being unloaded consisted of boxes of condensed milk; these interested the children after their long study of farming during November and December.

They asked questions about everything they saw and made such intelligent comments that the superintendent talked to them as though they were adults.

They saw bags of flour, rolls of wire, farming implements, wagon wheels, kerosene stoves, boxes of bacon, fir-

kins of lard, and kegs of nails, bound for all parts of the world. These were being stacked on the dock or transferred to lighters. The flour, which our guide told us was going to England, called for the statement from Sonia that the *Leviathan* had just come from England.

Suddenly Fred said, "I never saw a door like that before," and we all realized that none of us had, as the door was in two lateral sections with wheels running up a bar at the side, which closed or opened it. The superintendent showed the children how it worked, and then told them about the fire doors between sections of the piers which close automatically when any rise in temperature occurs. He also told them about the automatic sprinklers, and showed them a small brass knob in the ceiling which is very sensitive to heat and turns in a fire alarm as soon as the temperature rises. A moment later, Edna said, "I see the fire gong," and pointed out a large bell on the wall. Mrs. Mitchell reported that Meta was very apprehensive and said we ought not to talk about such dreadful things.

Alan asked whether there was any corn on the pier and was answered in the negative. Just then we came to a number of sacks of corn meal. This amused the children greatly. They were especially interested in the bales of wood pulp to be made into newspapers.

At the river end of the pier we came upon some logs of wood stacked in piles. Our guide asked the children if they knew to what use these logs would be put. Faith guessed that they would be burnt up, but was told that they were ready for use on the sides of tug boats. The

children at once recognized the fenders for the bow which were lying near.

Then we walked out to the very end of the pier and saw a tug boat start off with a lighter on each side.

Going back through Pier 4, we stopped to go inside a refrigerator car, and saw the ice tanks at each end of it. We saw a giant elevator crane which picks up a coal car containing fifty-five tons of coal and dumps it into a barge.

As we left the dock the children said, "A hundred thousand thanks. A million thanks!" over and over to the men who had made their trip such an eventful one.

On our way back, we saw a grain elevator boat. This was so unusual in construction that the children noticed it at once.

Second Week

Rain prevented trip this week.

Third Week

On Thursday, Mrs. Mitchell and I took ten children to Staten Island on the ferry, going and coming by the Sixth Avenue elevated. The children were much interested in the signals and chanted, "I see a signal, I see a signal," as they watched them.

They noticed the light and the big bell on the end of the ferry pier at New York and at Staten Island, and recognized their uses at once. They were delighted by the number of boats they saw; barges carrying coal and sand,

train barges carrying coal cars, freighters and schooners at anchor. A huge dredger was at work. They were quick to recognize its use in deepening the channel. I pointed out the East River and Brooklyn and the Hudson River and New Jersey. They recognized the Brooklyn Bridge, over which they had walked to Brooklyn on an earlier trip.

Alan noticed a buoy and said that it was leaning over because the tide was running out.

I pointed out the Narrows and Alan, Albert and Fred were especially interested owing to their block play with ocean liners.

We got off the ferry at Staten Island in order to see the freight yards. The children commented especially on "the funny little engines." I explained that they did not make long hauls as Staten Island was not very large.

On the way back, Edna insisted that the Statue of Liberty had lost its head. Richard assured her that it was there, that we just couldn't see it from where we were. When we came closer to it, he remembered this, led her to the bow of the boat, and pointed triumphantly to the head. Edna asked where the Statue of Liberty came from and Richard answered that the French people had sent it to us long ago because they loved us so.

The sight of the skyscrapers of lower Manhattan brought forth shouts of "I see the Woolworth Building." Faith was the only child who was not eager over these experiences. She fooled and giggled with another child, unless I definitely drew her attention to the things about her.

It was a pretty long and crowded trip, so all the children rested for about fifteen minutes when we reached school, lying flat on the floor on their coats.

Fourth Week

On Thursday we went on a trip to the Hudson again, Florence and Sonia being leaders. We walked through Eleventh Street to the river. I had hoped to take the children on to one of the freight docks, but was refused permission, so we walked down West Street to Christopher Street and took the ferry. We passed a marine blacksmith's shop and stopped for a moment. The children were much interested in the chains and anchors to be seen.

The trip across the Hudson was very satisfactory, as there were a great many tugs passing up and down. The children commented on the ice, and watched and listened with intense interest as the ferry pushed it up against the dock. Several lighters were seen and Edna explained the difference between a lighter and a barge to Miss Horney who accompanied us. Our ferry slowed up to let a tug pass, and this was commented on as being in accordance with the rule that a big boat must look out for a smaller boat. We had a splendid view of the New York docks as we stood on the bow of the boat on the New Jersey side. We did not get off at all, so had several minutes to enjoy this. I talked with Faith, getting her to point out to me what she saw and talking with her about the river traffic.

DISCUSSION

First Week

At a discussion held after naps on Thursday, Meta told of a trip to Staten Island she had taken during the holidays. She reported that she had seen the *Leviathan* stuck in the mud with a number of tugs trying to push her off. I put the map on the floor and we located Staten Island and the Narrows, and saw where the channel ran. The children knew that some passengers had been taken off in a large tug, and that at high tide, with the help of a great many tugs, the *Leviathan* had been floated and towed to her dock. I asked what might have caused the accident and Richard said, "fog." Someone else suggested that the light in the lighthouse might have gone out, Edna added, "the fuse might have blown out." I explained how the channel shifted, from the action of the currents caused by the tides. A child said that ashes might fill it up too, but I explained that scows are not allowed to dump until they reach the ocean.

Edna, having been absent for two weeks before Christmas, has returned full of irritability and negativism. She acts as though she expected to be opposed and shouts at interference of any kind.

Second Week

Before any attempt could be made to organize the information gained on Friday's trip, I felt that the children

must get the excitement of it out of their systems so I let them tell about it in turn on Monday.

Florence: "We made a line and we walked out into the hall and got out on the sidewalk and we turned West and we went down to Cushman's and crossed the street and waited for a trolley."

Faith: "Then we got in the trolley car and kneeled up in the seats and when we got there we got off. We each put a ticket in a little box."

Albert: "We went in to see another barge and then we went on the ferry."

Sonia: "We saw the *Leviathan* in the dock."

Albert: "We saw a big steamer and it was moving slowly." (Albert cut in with this remark about the big steamer and I was asked to insert it just ahead of the sentence about the *Leviathan*.)

Edna: "One of the chimneys was covered up. They didn't want snow and ice to get in. It was the back one." (Some child said it was the one next to the back one but was corrected.)

Sonia: "And the ferry went into the dock and the dock was a round slip."

Fred: "We saw all the foam by the dock underneath the boat." (When Fred had his turn he said he wanted to go back, so I have inserted his contribution to the story here.)

Sonia: "We got off."

Edna: "When the boat got into the dock, it made a bump and jerked us all." (There was a chorus of dissension at this point, the boat did not really bump.) "And we got off the ferry, and we walked to the place

where we saw freight trains and the big derrick and the switching engine."

Richard: (Wished this story put in just after Edna's statement about getting off the ferry.) "We ran down the slanting place and Fred fell down and lost his shoe. We stopped and some of us ran up again."

Albert: "We walked down a little gangplank and we got into a little boat. Then he pulled the rope and we went across. We went into a storehouse and we saw all the cars that came in."

The children were becoming restless by this time, so I suggested that we stop making a story and that we name some of the products seen. Condensed milk, flour, corn meal, bacon, wagon wheels, wagon shafts, chairs, stucco, wood pulp, stuff to make tin dishes of, were mentioned at once.

During the week, we had several talks about fire protection, discussing the fire doors, the automatic alarm and the automatic sprinklers seen at the Hoboken dock. The children realized that the fire boat we had visited (in November) would be used in fighting a fire at the dock.

On Wednesday, we talked about the different kinds of boats we had seen. The children mentioned the *Leviathan*, barge, grain elevator, tug boat, ferry boat, grain boat, fishing boat, garbage and rubbish scow, life boat, fire boat and train barge. They were very eager each one to name a boat so I let each one have a turn and then described the working of a grain elevator which transfers grain from a barge into the hold of a ship. I told of the moving belt to which buckets are attached, explaining

that each bucket scooped up a load of grain and then dumped it when it reached the top. Mrs. Mitchell suggested the analogy of a moving stairway and children who had seen these, described them.

Thursday's discussion was spent in talking about the *Leviathan*. I showed pictures of a big steamer being pushed into the dock by tugs. I asked what happened when a big steamer docked and someone said, "The people get off." Then things that would have to be done before this were mentioned, such as putting out the fires, unhitching the tugs, tying her to the dock, putting down the gangplank. Alan said the waves would pull the *Leviathan* out if she weren't tied and all agreed to this. Fred was quite confused as to the relation of the steamer to the dock. He has the idea that the bow is the only part that touches the dock. Showing him a picture did not help him any. Alan asked what would happen if the steamer began to sink at sea, so we looked at a picture of the life boats on the top deck of a big steamer and another where one of these boats was swung over the side ready to lower into the water. A child asked what would happen if there were no life boats, so I explained that all steamers were obliged to carry them. This discussion did not hold interest as well as that of the day before.

I had intended taking the children to Staten Island on Friday, but it rained hard. They came in talking about the wind and rain, so I took the opportunity to find out what the children's observations and experiences with rain have been. I asked first what rain does, and these answers came in quick succession.

"Rain wets us."

"Rain keeps us home."

"Rain doesn't let us go out."

"Rain just lets us stay indoors."

"It doesn't give us fresh air."

"It gives you water." (Faith.) I asked what it gave us water for: "To drink," "To wash with," "To wash things."

"Rain makes water dirty." No one seemed to know why, so I explained its action in loosening dirt and carrying it. Fred told of a brook and a waterfall near the house where he spent last summer. Then Florence told of going on a picnic and finding the brook they relied on for water, "all dried up." I asked why it had dried up and one child said, "Some water sank down," and another, "The sun took some." Then Faith added that the brook was dry because there hadn't been any rain for a long time. Albert told of seeing, "a rushy place, a waterfall," with a mill nearby, so I told the children how water rushing over a wheel could be used to grind corn or run a saw in a lumber mill. Edna told a tale about a mill after this which seemed to be pure fiction, so I stopped her. Then Marie and Sonia, who had been clamoring for turns for some time, told of summer experiences with brooks and rainstorms. I switched the talk back to rain again by asking what rain did to things, not people. The first answer given was "it rusts things." The children had seen me go out in the yard before school to put away a shovel, carelessly left out the day before. They went on—

"It rusts things."

"It rusts tin things."

"It rusts iron things."

"It rusts hay rakes."

"It rusts pails."

"It gives drinks to the flowers." Here someone interpolated, "I love buttercups."

"It makes trees grow."

"It makes the bushes green."

"It makes the little seeds come up." I explained how the moisture caused the seed to swell and burst, starting the green sprout, and the need of sun in making leaves green. Then Florence went on, "The lakes flood over." "It makes swamps, it makes mud." Someone said that it made the ocean flood over and Richard told of Hans, the little hero of Harlem. Then I read Mrs. Mitchell's story of rain, which is repetitive and very rhythmic. The children were fascinated and said, "Go on, go on!" The next story was of the butcher's auto in the rain. The children were tremendously pleased with this too.

Third Week

All the discussions this week have been on boats. The difficulties of navigation near land were talked of on Tuesday. I read a description of lightships and light-houses and bell buoys and buoys, from the Tarr and McMurry Geography. The necessity for pilots was brought out in this connection. The deep draught of an ocean liner and the necessity for deep water at the docks was discussed. The transfer of coal and food from Hoboken to New York and Brooklyn appeared in the block

play and was talked over in discussion. The uses of barges and tugs and lighters were reviewed again. The grain elevator was explained as being purely for transfer purposes, while a barge did the actual carrying of grain to New York. The need for great numbers of tugs was recognized by the children. Albert said "They need thousands of tugs in the Hudson." Alan asked me to read again from the geography before he went home, "So I'll know more about boats."

Fourth Week

After locating New York and Staten Island on the new picture map, the following story was told by the children about their trip to Staten Island.

Sonia: "We took the elevated and we went in the train. We saw lots of signals. We went over to Battery Park."

Faith: "Then we went into the ferry house and took the ferry and after that we went on the ferry."

Fred: "We saw a dredger. It was digging out dirt from the bottom of the river. It had a big long thing that went down into the water and got dirt from the bottom."

Florence: "Then it came up again and dumped out mud. We saw a big steamer."

Celia: "We saw a little sail boat."

Richard: "There were some white caps floating on the water and there were sea gulls."

Edna: (to be inserted at the beginning of the story) "We saw a fire engine and as we got on the elevated, we

saw the driver in his place and when we got to the bumper it made me jiggle."

Meta: "We saw the Statue of Liberty, and we saw some sea gulls."

Sonia: "And the sea gulls with their flashing silvery feathers flew away."

On Wednesday, the discussion was on the block scheme with special reference to things needed in the city. These were mentioned as "Wanamaker's and some stores," "more docks and boats," "farms in the country." Celia said this and added, "How else would the city get food?" Edna then said we needed Gansevoort Market and the Queensborough Bridge. Richard suggested "automobiles" and Albert, "schools, and bell buoys in the bay." Sonia said, "trains, bridges, horses and wagons," Edna, "garages." Sonia said we ought to make the streets "with sidewalks. We don't want the people run over." The idea of an accident led the children to mention the necessity for hospitals and ambulances.

On Thursday, the discussion was on our new goldfish and their care. I read from a pamphlet issued by the New York Aquarium and children who had fish at home contributed their knowledge. Florence warned us about giving them too much food, and changing the temperature of the water. Albert said that a pinch of salt must be added to the water if they appeared sick. Richard emphasized the necessity for keeping our dirty hands out of the water.

Fifth Week

Discussion this week has centered on boats. Faith's

story on Monday of the storm encountered by her parents on their recent return from Europe, led to a discussion of effects of storms. The tossing of a ship, and the danger of falling in trying to walk were the points she contributed. Richard told of how chairs and tables in the dining saloon are screwed to the floor. Necessity for slowing down engines in a steamer or reefing sails in sailing vessels was talked of.

The subject continued on Wednesday, other dangers being discussed, such as icebergs, fog on the ocean and sand bars and rocks near land. A picture of a shipwrecked vessel on a sand bar in the Tarr and McMurry Geography suggested this. A child asked why they didn't have lighthouses on sand bars. Edna said the waves would wash them away. Fred told how waves "flop up" and run up the beach, and I explained the force of breakers in storms. I told of life-saving stations along the coast and the use of rockets as distress signals. This was less familiar than the use of wireless. I read about lighthouses again from the geography, and the necessity for marking the channel was spoken of.

Friday's discussion was on Thursday's trip. Alan and Richard returned to school that day and the children were eager to tell them of all they had seen. A group story was started but it was impossible to keep the tale logical, as Alan and Richard asked questions constantly, so this was given up and the children just rehearsed their experiences informally. The things of special interest were the ice floes in the river, seeing the *Leviathan* again, seeing several lighters, and seeing an ocean liner being pushed by three tugs.

APRIL

I. PLAY EXPERIENCES

PLAY WITH BIG MATERIALS—INDOORS

First Week

On Tuesday afternoon, I read the children a story about a steamer written by one of last year's six-year-old children. Then I asked if they would like to play it. They said "Yes" and after we had planned where in the room to make the ship, they all set to work on it. Alan and Albert built a pointed bow; Sonia made the captain's bridge of two tables; Richard, Faith, Florence and Fred made staterooms; Faith made life boats, and Celia the dining saloon. Faith not only had the idea of putting on the life boats, but she was really absorbed in the play and protested violently when Sonia suggested before she had finished the life boats, that all was ready to sail. Faith's building is still infantile compared with the others.

Richard colored a flag for the ship after he had completed his stateroom, but it was rejected by the others as it was plain blue. Sonia made a "flying lion" to represent the Cunard Line flag, thumb-tacked this to a long block, and stood it on top of the block shelves. As the

construction lasted until it was time to go home the actual sailing of the steamer did not take place until the next morning when the interest was still strong, but the dramatization was not successful as the children could not plan definitely what to do, and the play became noisy and silly after about ten minutes. I therefore suggested to Sonia that they must be in England now, so after the gangplank had been put up, they all marched off, and then I had the blocks put away.

Fifth Week

On Wednesday, after I had read "Spot" the children played it. They were much more exact than they have ever been before in playing a story. Richard drew a cat's mask for himself; he made one eye quite large and the other very small saying to me, "What do you think he's doing? Opening one sleepy eye." As I tried on his mask he said: "I'm not going to say 'I have no place to sleep,' Miss Stanton, a cat can only say meow!" and he stuck to this. The children were very dramatic but little language was used. They seemed not so much interested in the progress of the play as in playing their own characters. Alan's absorption in his part and his lack of self-consciousness were striking.

Later, after our yard period I let the children attempt a dramatization of the "Cat that Walked by Himself" as Faith and Sonia were tremendously eager for it. Faith is seldom so intense over things and I wanted her to have the satisfaction of doing it, even though I knew the others could not really carry it through. Sonia was

the cat and Faith the dog, and they knew just what to do and say. Celia also was clear about it, but the others had to be prompted and helped by Faith and me.

PLAY WITH BIG MATERIALS—OUTDOORS

First Week

Not much yard play this week owing to the heavy snowstorm on Tuesday. We were able to go out for awhile on Wednesday. The children made a snow man, which Edna broke with a shovel. I had to carry her into the house for she refused to go in when I told her no one could stay with the other children who broke down their things.

Second Week

Sonia has been the leader again in playing pirates several days this week. Jumping rope has become popular and Albert and Fred have evolved a new use for the jumping rope. Each boy ties his rope to a cross piece under the top of the slide, pulling heavily on the rope. Richard joined them one day and they did this over and over with great hilarity and constant conversation. Fred and Sonia played dumb waiter one day, fastening a box of pebbles to a rope and then pulling this over the parallel bars. The girls sometimes use their ropes to make swings on the bars.

Third Week

Playing with ropes suggested fishing to Richard on Monday, and he stood on a board resting on two blocks at the edge of the pebble pit, and threw his rope in to the fish, impersonated by various children. Alan, as a whale, proved a very obstreperous catch, pulling Richard headlong from his perch. I expected to hear a cry, but Richard stood the rough handling very well. The boys played mountain climbing on the slide several times.

On Wednesday and Thursday playing farm absorbed the whole group. Sonia was the farmer one day. Edna was the gentlest of Guernsey cows lumbering about and mooing, closely followed by Alan, her calf, "only one day old." Florence was a mother cow too, Faith sucking milk from her, whenever she stood still. Albert was the bull, bellowing loudly and led around on a rope by Celia. Fred and Marie were horses, and Richard a pig in the pig sty. Ropes were tied on for tails. Each child was absorbed in his or her part, paying little attention to the others.

Next day Sonia squeezed herself into a small box and told me she was a hen sitting on her eggs. A little later Marie joined her, as a baby chicken "just out of the shell." Celia was the farmer this time and all the other children farm animals. There was great joy in this play and the children were loath to go indoors.

Fourth Week

There has been some very good dramatic play this week using the slide as the fishing schooner, the *Nancy*

Brown. On Wednesday Fred began this by discovering that turning the sawhorse upside down and sticking its legs under one of the cross bars forming the steps of the slide, made the sawhorse stick out at an angle of forty-five degrees, which suggested a bowsprit. Sonia joined Fred first. She used the hollow bar which holds up the ladder, for a telescope and became the lookout standing on top of the slide and gazing off "into the ocean blue." Alan and Richard became fishermen, blocks being used as dories and ropes as lines.

Next day the whole pebble pit was transformed into a pirate ship. Florence made a skull and cross bones flag and tacked it to a stilt which served as mast. It was a difficult task to make this stilt stand upright by piling blocks around it but Sonia stuck to it until it was done. Another horse served as anchor.

On Friday four of the children played "The White Seal," running about and barking chiefly.

Fifth Week

Sonia has been the leader of a gang of pirates in the yard nearly every day. The platform of the slide was used on two occasions as a ship. By taking down the slide the top of the platform could be reached only by walking up the ladder or the steps and the children pretended these were rope ladders and called the platform the mast. Sonia, Florence and Richard spent nearly the entire hour one morning arranging a stilt so it would stand alone on top of the "mast." Richard was sent to get the crayons and draw the Jolly Roger flag, while

Florence carried blocks and struggled with Sonia to make the stilt firm. Fred meanwhile was working on the bowsprit. This he made again by turning a sawhorse upside down but a stilt stuck through added length and reality to the construction and it was much admired. Richard's flag was finally tacked to the mast head and, with some help from me, the mast was held in place by blocks. As the flag floated in the breeze the children's eyes sparkled and Sonia said, "It's like a real ship isn't it, Miss Stanton!" Fortunately there was time for a five minute sail before we went in.

BLOCK BUILDING

First Week

The children wanted the room "all water" this week, so docks were built against the east and west walls and the rest of the floor space was all river, bay and ocean.

Everyone, boys and girls alike, built ocean liners on Monday. Richard started a new way of making smokestacks by coloring a piece of paper red and black for his Cunard liner and then pasting it in the form of a cylinder. He looked proudly at it, as he placed it on the top deck and said to me, "If I only had a cigarette to put in it, it would look like a real boat."

I put some pamphlets of the three big lines, The White Star, Red Star, and the Cunard, on a table. Sonia and Albert built Red Star Liners, with black and white smoke stacks, and red stars on their flags.

Alan built the *Berengaria*. I told the children of read-

ing in the paper how the tide had made this liner four hours late in docking, on its arrival in New York Saturday.

Celia made the *Olympic* with a White Star flag, and Florence made a smaller liner belonging to the same line. Several children built their boats in front of the block shelves though I cautioned them about this, so I let them continue until several boats were knocked down. Then I called their attention to the poor results of this procedure, and they moved away readily. Sonia flew to build dry docks and finished her boat in one. Edna built the *Paris* and had it repaired at the dry dock later. She has been in a very irritable and negative frame of mind all this week.

Fred and Faith built liners too. There was a great deal of rebuilding during the week and everyone but Celia ran his or her boat to England at sometime during one of the morning periods.

The children had a good deal of difficulty in docking and they felt urgently the need for knowing how boats signal. Alan and Fred got into a regular fight because Alan's steamer followed too closely after Fred's. I told them that a captain who was unable to run his boat properly was not allowed to keep his position. I also emphasized the necessity of not getting too close, as liners cannot stop quickly. This discussion included details of how wagons, automobiles and trains are stopped.

Second Week

As Sonia wanted to make the Woolworth Tower, and Celia and Faith a hotel, the room was divided into land

and water this week. Sonia had seen the Woolworth since building it before and said to me earnestly, "The tower is to one side, Miss Stanton." She made a very elaborate first floor, which did not look very substantial, and Alan said, "If Sonia makes the tower too high, the below is going to bust."

Celia and Faith, working together, made a very large hotel in the form of two towers. They built it as high as themselves and then played with it a great deal, putting in furniture, and dolls. Florence made a hotel, too, and a path was laid down between the two and a good deal of visiting done by the dolls.

Alan, Edna and Fred stuck to the boat interest. Edna, fired by the children's story of the tug boat trip which she had missed, made a coal barge. Alan's fears were fulfilled just as this was finished, for the Woolworth collapsed, when Sonia brushed against a corner of it, and she decided to make a house and let Edna bring her coal. Edna and Sonia together constructed a dock; Sonia adding "the high up box," which the children had seen in the fall at the coal docks. Sonia became very hilarious over the idea of the coal barge running up on land and delivering direct to her house, so I suggested to Albert, who had been building without much interest, that he run a coal wagon. This worked out very satisfactorily. The hotel owners soon clamored for coal too, and Edna was kept busy supplying them. She got her coal from the Lackawanna Railroad, but when Albert, next day, built a barge and started to get coal too, he was at a loss when I asked him where he would get it from. He had the idea of a coal mine, but missed en-

tirely the connecting link of the freight car. He is new in the school this year and shows, both in instances of this sort, and in his difficulty with orientation, his lack of previous experiences the other children have had.

Alan and Fred ran their steamers regularly to England. Their interest was very strong and kept up all the week.

Marie, who has been absent, returned this week. She joined Florence in playing with her hotel, but she spent some time looking at the steamer folders and we had some interesting conversations about them.

Third Week

Monday was a warm spring-like day, and as we returned from rhythms class, Edna told me that the warm weather made her think of the country, and that she was going to make a farm. Sonia wanted to do the same thing, so they joined forces, and built at the north end of the room. Edna built a large barn and they rejoiced greatly over the fact that they were the only farm builders and so could have all the animals. Sonia made a corn field beside the barn. Faith helped to draw the corn, which was cut out of paper and mounted on blocks. It took some time to make enough to fill the field, but the children worked with great interest begging for more time to work, when they came down from naps in the afternoon. A blue scarecrow with outstretched arms protected the corn. A pasture, a pig sty, a windmill, a silo, a dog house, a wagon shed and a farm house were added to this scheme later in the week.

Edna needed a large piece of cardboard for her barn roof, and in measuring we found one side to be three feet long. The children knew that twelve inches make a foot, but they were much interested in the fact that three feet make a yard. Several times during the week, I saw a child take the three rulers and lay them down on the cardboard to measure it.

Florence built a hotel, patterned after the one made last week by Celia, but with a different and interesting roof. Faith brought corn from the farm to this hotel later in the week. Marie built "the circus" nearby. I talked with her about the location of Madison Square Garden, as she already knew where the Metropolitan Tower was.

Celia, Alan, Albert and Fred built boats again.

Fourth Week

Sonia made the Lackawanna Railroad station on Monday. Albert played with her and made the tube under the Hudson. This was made of blocks at first, but the captains of steamers docking up the Hudson objected, so I suggested chalk tracks and these were used.

Fred worked on another railroad track, making his in chalk with many switches. He and Sonia and Albert all brought coal to New York.

Faith built an ocean liner, running out in the yard to get pebbles to use for coal and telling me, "My steamer is a coal burner, not an oil burner." It is unusual for her to apply her information to her construction in this

way. She worked at this boat for an entire hour, and then said with decision, "My boat's finished, now I can go to shop." Alan made a steamer, too.

Celia and Florence made houses. These were played with next day, the people going on the boats and trains. Florence added an elevator to her house, made of string and a square block.

Attendance was very poor this week. The children's interest in block building waned, so I introduced playing store on Tuesday, and suggested a dramatization Wednesday, which took up the hour usually spent in building.

Fifth Week

On Monday, Sonia suggested making a cave, and Faith and Celia played with her. Their interest soon ran into the making of appropriate things to go near the cave. Darkness inside and woods seemed to be their chief ideas. The children drew pine trees and deciduous trees at first and then Sonia made blueberry bushes. They mounted these and stood them up outside the cave. Next day their interest continued. Richard suggested that there should be some dead trees lying about, so several were made and many leaves which were cut out and strewn on the floor. Fred made a crude construction across the room from Sonia's, which he called a cave, too. He wanted to paste his leaves to the floor but this idea was met with scorn by the other children who wanted to know how they could blow around if they were fast-

ened down. This led to a discussion of what happened to each year's fallen leaves.

DRAWING AND PAINTING

First Week

Interest in drawing has been intense this week. The children have drawn a great many boats. Fred turned out a very good steamer, drawn with a clarity of conception and a neatness and accuracy of execution far ahead of anything he has done this year.

Faith has been copying again and I have kept her table at a distance from the others. Here she drew a steamer with an absolutely original crow's nest. She told a story about this, when I praised it and said I was sure it had a story. (See Original Stories Page 322.)

Celia made a fascinating picture of a little girl in her room. The figure was the whole length of a sheet of drawing paper, and stood beside a red bed with a yellow cover. On the bed was an enchanting yellow cat, and a dog stood on the floor on the other side of the room.

Florence has made several pictures with two trees, one at each end of the paper, and one or two small animals between. She made the inside of a steamer one day, showing the passengers asleep in their berths.

The children all drew pictures for "Captain Fred" on their return from the tug boat trip on Friday, and these were sent to him with letters thanking him for the trip.

Richard made an accurate reproduction of the boat itself, but the other pictures had various subjects.

Second Week

Very good in drawing this week. Faith and Fred drew good steamers. Richard, having been to the circus, tried to draw a picture of the acrobats swinging in trapezes, on a small sheet, but was dissatisfied with the result. Then he asked for a big sheet and I talked with him before he began so that he would have a clear conception of what he wished to show. He asked how the acrobats held on to each other and he and I tried holding hands and then holding each other's wrists, which seemed a very firm hold.

His first drawing, however, was a tiny black figure in one of the lower corners. It seemed hardly strong enough to move. Having completed it, Richard announced "That's a fidget, Miss Stanton. He's forty years old." Of course being a teacher I said, "Oh! Yes! A *midget*, he is small!" And Richard never again said "fidget." Above the midget towered two nets, and above these were trapezes, one on each side of the picture. From them intrepid acrobats hung on each side of the picture. Then a giant and a clown were added standing beside the midget. All were watching the acrobats.

Sonia and Faith were fired by this to draw performing animals, polar bears sliding down a slide and a tiger jumping through a hoop. Sonia made a splendid elephant too. These are the only reflections of the circus season we have had.

Third Week

Our visit to the *Leviathan* was reflected in the drawing on Monday. Celia asked for a big sheet on which to draw the *Leviathan*. I usually give the children half of the big sheets but Celia said she needed the whole thing and I let her have it. She thumb-tacked it to the blackboard and drew a splendid great steamer. Very good practice for her as she often does small fine work. The smokestacks were accurately represented as red, white, and blue. There was so much work to be done in filling in the body of the steamer with brown that this was not finished. The children criticised the very large port holes but otherwise admired the production very much.

Fred pasted together five small sheets of paper to make his *Leviathan*, the "midget" on the mast being an important part of the picture. He called my attention especially to the extra anchor on the front of the bow. On Friday he drew the *Leviathan* on a big sheet. His ability to gauge the size of the paper and fit his picture to it, has grown enormously since his last use of a big sheet. This steamer was clearly drawn. He told me it was raining and made little dots of paint above the green water, "You know how it jumps up, Miss Stanton."

Sonia, Alan and Florence also painted on big sheets.

Florence repeated her picture of two trees, green grass and a little dog. She painted red apples on the trees and then made white spots around the little dog's head. She said this was "snow." One child remarked scornfully that apples are not hanging on the trees when the

snow comes but everyone was satisfied by Florence's explanation that the dog was asleep and dreaming of snow.

Albert and Celia painted elephants on small sheets.

Richard drew a very small Easter rabbit, which was astonishingly good. He made a basket of Easter eggs which he pasted to the rabbit's arm.

Fifth Week

Less work than usual this week. Writing numbers has taken some of the time usually given to drawing.

CLAY

Third Week

Need of milk buckets for the block farm suggested the use of clay this week and for three mornings, Wednesday, Thursday and Friday the children have worked at it absorbedly, modeling some very good animals.

Florence modeled a large Easter rabbit, sitting on its hind legs and holding an Easter egg. Albert made a pig with a very realistic head and snout. Sonia made an elephant which suggested the "Elephant's Child" at once. Its ears were laid back as if it felt very hesitant about something, and its legs looked ready to move backward rapidly. Celia modeled a large elephant, very solid and serious, which the children said was the little one's mother. Richard was quite upset because someone said that the Elephant Child's mother was not an elephant,

and explained to me that of course this couldn't be, that an elephant's mother must be an elephant. I assured him he was correct and we told everybody that only an elephant could be the mother of an elephant.

Alan and Richard made steamers; the former said his was the *Leviathan*. Each boy made three tiers of clay to represent decks. Several children made sail boats too. Betty made a hen sitting on her nest, and Sonia modeled a small hen, a duck, a polliwog and a muskrat.

Edna modeled a very good elephant on Friday. Florence tried this too, but was not very successful.

Fred wanted to make a skunk and asked me what a skunk's leg looked like. I said that when I saw a skunk, I always ran away as fast as possible, so I couldn't answer that question. He finally made a turtle instead.

Celia, Florence and Faith made porcupines, using toothpicks as quills. Elephants' tusks were also made from toothpicks.

Faith started a birthday cake, but I definitely discouraged her in this, saying I knew she could make something better. She then modeled a small duck very well shaped, a candlestick, a sail boat and a turtle.

Celia was the only child who made the conventional dish full of round balls for eggs.

All these products were painted on Friday, the children handling their work delicately and painting with great care. They were all taken home as Easter presents, with much pride and joy.

The children commented on each other's animals freely as they were being modeled, tails, heads, snouts, and legs all coming in for notice.

II. PRACTICAL EXPERIENCES

SHOP AND BENCH WORK

First Week

Celia is making a full sized chair and has clamored to go to shop each day.

Second Week

Sonia has finished a cradle and is working on a doll's house. Marie and Florence have made clothes poles for the hotel. Celia continues to be tremendously interested in her chair and begs to go to shop every day. Fred is working on an engine patterned after the interlocking set of trains used in our room. He is doing very careful work. Alan is working on a large sail boat.

Third Week

Fred has finished his engine. Everyone admires it. Celia's chair is finished too. She has painted it green with a pink rose bush on the back. Faith is working on a table to go with her chair.

Fourth Week

Florence and Celia are making a good sized box to hold our colored cubes. They noticed that our card-

board box was breaking and suggested this much to my satisfaction. Fred is making a coal car to go with his engine. Mr. Reber reports that Alan and Richard are the most dependent of the group in shop. Albert wastes his time unless constantly watched.

Fifth Week

Marie has finished her dresser and painted it. Celia has brought her completed chair back to the classroom and the children have been duly impressed by it. Florence and Celia have completed a very nicely made box for the colored cubes.

SEWING

Second Week

After our discussion about playing store on Thursday the children put away the blocks quickly so as to get to work making bags. Celia and Marie were very clear as to how this should be done. Albert, Alan and Edna needed a good deal of help, but the others finished in a short time and Celia showed them how to put a shirr string in the top and pull it up to close the bag. Sonia was the only one who resisted this suggestion. Everyone but Alan decorated his or her bag with crayon pictures.

Third Week

Alan finished his bag.

COOKING

First Week

The children baked apples this week.

Second Week

The children made biscuits this week.

Third Week

The children made cake with icing this week.

Fourth Week

The children baked apples this week.

Fifth Week

No cooking this week.

CLASS ORGANIZATION

Third Week

Fred has been pushing on the line a good deal lately. I tried the experiment this week of having the committee go first, the rest of the children following as they please. I suggested that we walk along in a friendly way as though we were walking down the street together. This does away with the necessity for each child to keep a certain place in the line, and is working very well.

III. SPECIAL TRAINING

PHYSICAL EXERCISE

First Week

Both Fred and Florence, who need the exercise so much, have hung from the ladder at every opportunity.

Second Week

The girls, except Sonia and Edna, have all taken to jumping rope. Celia, Marie, and Florence are adepts. Florence practised hard and by Friday could take eight or ten jumps without missing. Albert, Richard and Alan became interested on Friday and made strenuous efforts to learn, but were not very successful. Throwing the rope over one's head seems to be harder to learn than the actual jumping.

Third Week

The children had a tug-of-war with some of the VI B children on Monday. Fred was bumped into and knocked down, but he neither cried nor resented the treatment, a great gain for him.

We have had a number of wrestling matches. Alan hates to be beaten and usually is the victor.

Fourth Week

Alan and Faith are eager to play baseball, so we tried this Monday morning in the big yard with the indoor baseball. Alan can really bat; Celia and Faith are pretty good too.

We played Fox and Squirrel one afternoon with the VI B class, and the VI A group ran like young deer. All were keen and alert. Richard plays this game with great intensity, making up his mind instantly where to go and then tearing like mad. Sonia played and enjoyed it. She never joined in this kind of play last fall.

Fifth Week

On Wednesday for the first time two children tried turning the rope while another ran in and jumped. Florence and Marie can run in and jump without missing. Faith can jump but can't run in. Alan and Celia cannot jump yet, but they are much interested in learning and we give them two turns instead of the usual one. All are greatly interested in doing this. They are learning to count out who shall have the first jump and who shall take ends when they begin, but cannot manage this as yet without quarreling.

CARE OF ANIMALS AND PLANTS

First Week

Interest in the goldfish continues.

Third Week

Our three polliwogs died this week but regrets were not excessive. As Marie said, "We all got to die some day!" We changed the water in the aquarium though the goldfish seemed as frisky as ever.

Fourth Week

The children have all enjoyed the aquarium with clear water in it. They noticed it at once on Monday. Fred has remembered each day to feed the fish.

Fifth Week

The children were so interested in our discussion about seeds and the growth of plants that I asked if they would like to try planting some seeds and watching them grow. They seized upon this idea with enthusiasm, so on Thursday we went to the florist's on Sixth Avenue and purchased a package of radish, corn, and nasturtium seeds and three flower pots full of earth. Celia and Florence planted the corn, Marie and Florence the radishes, Alan, Fred and Richard the nasturtiums. As the children broke up the earth I made the analogy with plowing. They all knew that the seeds must be planted in a little hole, and that they must be watered at once. Then they carried the pots at once out into the sun, and Sonia said they must make signs to keep the children in the yard from touching them. So they cut up pieces of drawing paper and on each one I was instructed to write "Radishes planted here, Keep off," etc. The chil-

dren pasted these to the window near their pots. They carried them indoors before going home as it seemed cold in the afternoon. In the morning Marie ran to look at her pot the first thing, and after watering it, put it in the sun again. The others did the same and again all took their plants in when they went home. I was surprised at the great satisfaction the children displayed over this experiment.

LANGUAGE

(See also under Discussions)

First Week

The children have told many stories this week in connection with their drawings. (See Original Stories.)

Stories read to them have been "The Nancy Brown," "How the Rhinoceros got his Skin," and poetry from Skinner and Wickes. A new poem "The Complaint of the Camel," amused them very much.

Second Week

The children have enjoyed three new stories read to them from "The Shoemaker's Apron," a book of Czechoslovakian folk tales. The stories read were "The Disobedient Rooster," "The Dear Little Hen," "The Gullible World." Each one was read twice by request, "The Dear Little Hen" is repetitive, much like the "Old Woman and Her Pig."

The children respond readily to the game of making words that end with a given sound. The lists of words they made this week are:

ake	um	ile	ight
lake	rum	stile	night
fake	yum	style	might
take	thumb	smile	kite
cake	scum	mile	dynamite
sake	gum	tile	knight
make	from	lisle	tonight
rake	dumb	while	light
bake	some	pile	tight
shake	tum tum		sight
			bite

They are quick to notice any rhyme made accidentally. For instance, Faith who wished to make a purchase at the store, came to me and said, "What about the store?" and I answered "Ten minutes more." Richard called at once, "You made a rhyme then, Miss Stanton."

Third Week

Stories read this week have been "The Disobedient Rooster," "How the Whale Got His Throat," and "The Beginning of the Armadilloes."

The children surprised me by listening with the greatest interest to the last named story, although it puzzled them

a good deal. They loved the refrains and "Painted Jaguar's" mystification. We read it twice.

Fourth Week

Stories read this week have been "The Dear Little Hen," "The Disobedient Rooster," and "The Nancy Brown."

On Monday Florence came to school direct from the Montclair train. She was full of her visit there over Easter and dictated a long story to me about it, the best work she has done this year. The sequence is logical and some vivid details are put in showing careful observation. (See Original Stories page 326.)

Celia told a story to go with her picture of a derrick at work in the Hudson, a reflection of the tug boat trip taken in March. I was busy when she finished her picture but she came to me next day to write it for her. I talked with her about the motive power of the dredger and the contents of the freight cars, and Fred asked her what railroad the cars belonged to, but the way the story is put together is entirely her own. It is interesting to note that a switching engine comes for the freight car on the dock. On our Hoboken trip, we saw switching engines in the freight yard there.

After making a picture of a sail boat on Wednesday, Alan said he wanted to make a story about it. Florence suggested that he make a song and he acted on this, almost singing the words to me. (See Original Stories, page 329.)

On Tuesday, the discussion period was spent on lan-

guage work. It was a very warm day and as I sat down in the circle, I said, "It's roasting." The children began spontaneously to say words beginning with R. The list follows:

rooster	rye	rush	rack	roller
rat	ride	rusty	Rawley	rose
rum	rice	Russia	roll-2	rose
roasting	rows	Russian	road	rood
rug	rowboat	rub	rock	rotten
round	rudder	ribs	really	rocks

Reddy Fox

Some interesting word study grew out of this. A child said, "rock" and I wrote this down. Then Faith said, "rocks on the branches of trees." I was nonplussed for a moment as the noun rock was the only thing I could think of. I asked her several times what she meant, and then, when I realized how the confusion had risen, I told the children I had something interesting to tell them, and asked Richard what "rock" meant. He said a big stone, and I told the children that I was thinking of that when Faith had said, "rocks" in connection with trees. Faith waved her arms from side to side and said she meant rocking, "the wind rocks the branches." Then I told the children that there were some words that were names of things, while other words were doing words. I asked them to give me some doing words and then some name words. They did this without confusion and with great interest. In all but one instance they named the present participle of the verb.

DOING WORDS

NAME WORDS

jumping	look out	sewing machine	light
playing	cutting	mongoose	paper
rocking	running	chair	piece
drinking	shooting	watch	lobsters
writing	riding	blocks	mouse
sitting	cutting	elephants	rope
pushing	pulling	walrus	Henry Morgan
painting	walking	Jolly Roger	Bible
making	sewing	trains	table
sawing	thing	gun	
lassoing	blood	land	

Fred said, "I'm cutting a piece of paper," and I asked the children for a doing word in this sentence. They picked it out readily. Then they named the piece of paper as a name word.

On Friday as there were only four children present, I used the opportunity for group story work. It had been very windy the day before and some things had blown down from our shelves. They were interested at once when I suggested a wind story. I read "My Lady Wind," "Who Has Seen the Wind?" by Rossetti, "Little Wind," by Kate Greenaway, and "London Wind," by Alma Tadema from Skinner and Wickes' Book of Verse.

The group effort followed (see Original Stories page 325).

Sonia set the pattern, "The wind blows and blows and

blows," Fred returned to this every time he spoke. Florence did not use it once. The children were very much interested and all went away to draw and make individual stories after it. Florence did the most imaginative story she has done this year after drawing a ship in a gale on the ocean.

Fifth Week

Stories read this week have been "Boris," "Spot" and poems from Skinner and Wickes.

On Tuesday we spent the discussion period in picking out nouns and verbs from "stories" given by each child. One or two samples will illustrate. Celia: "The *rabbit* is *hopping* along." Marie: "See the *cat* *walking* on the *fence*."

NUMBER

First Week

The children have learned a new matching game with dominoes, and we have played it every day in preference to the game of throwing out cubes. The use of the dominoes has shown that the children know the combinations through eight very well, but have to stop and think out combinations above that. Their interest is so strong that they do this readily.

Sonia and Celia were playing one day and I told the latter not to put out a double six as Sonia did not

know much about twelve. I found out at once that I was mistaken as Sonia said that both 5 and 7, and 8 and 4 made twelve.

Albert and Edna are the only ones who cannot do this kind of thing alone. Albert does not know the combinations well, but I do not press the matter, since he does not like number as the others do.

Second Week

I suggested playing store to the children this week, and began by showing them how to make change. Fred and Alan had the first lesson and the others clamored to be taught too. Edna was the only child who did not recognize a nickel when shown one.

In each case I began by placing a crayon which I said cost two cents beside three pennies. Then I laid down a five cent piece and told the children these two things were the same and let them choose which they would take. I did this with several objects and then bought the objects from them. I caught Fred at once when I gave him ten cents for a five cent pair of scissors, but after that he made change accurately every time.

Faith and Celia were soon so accurate I let them play alone, and they were able to make change correctly up to ten cents.

Florence was slow but soon understood perfectly. Faith bought three crayons, at two cents each, and gave her ten cents. Florence added pennies one by one, counting 7, 8, 9, 10, when she pushed the three crayons and the four pennies across to Faith.

The children were delighted with this game and asked to do it often. We used real money which had been boiled to prevent any danger of infection.

Third Week

I worked with Edna alone showing her how to make change and found it almost impossible to keep her attention long enough to explain the necessary first steps. She jumps to conclusions, without waiting to think them out. She is less familiar with money than the other children. When made to think out a problem she does it correctly but otherwise she pushes over any amount of money as the correct change, much to the disgust of the other children.

The rest of the class have worked hard at making change all this week, and can do so without difficulty for sums under five cents. Richard loves to think out a problem for himself. Albert bought three crayons at two cents each from him and gave him ten cents. I started to help Richard with this, but he turned on me fiercely and said, "I can do it." He worked on it silently for several minutes and then triumphantly handed over the three crayons and four pennies.

Sonia has the same tenacity and concentration.

Fourth Week

A good deal of time has been given to number work this week. The children have shown an interest lately in reading the numbers on the pages of the book when I am reading, and have asked me how to make this or

that number, so I have felt they were ready to write numbers. When I asked them on Wednesday afternoon if they would like to copy some numbers, the five present, Florence, Alan, Richard, Fred and Sonia responded eagerly in the affirmative. I wrote the numbers 1 to 10 in very large figures on a sheet of drawing paper and let the children copy them. I varied this by writing 2, 4, 6, 8, 10, and 1, 3, 5, 7, 9. The children worked at this for over half an hour and then did not want to go out. Sonia's numbers were by far the best. Fred tends to make very small ones. All made them recognizably.

On Thursday, the discussion period was spent in talking over how to play store and in recognizing numbers written on the blackboard. Then store play began. The National Biscuit Company had sent me a number of sample boxes and these served as sales material.

Sonia and Fred, chosen by counting out, were the first storekeepers. They made a store of tables placed in front of the blackboard. The shelf above the blackboard proved an advantage since the children put some boxes on it and then poked them down with the window pole. This added great reality to the play. Sonia made a "cash register" out of blocks, with separate compartments for the money, and a row of figures on the top. She and Fred arranged the boxes with great interest, and put on their cooking aprons before opening.

Meanwhile Richard and Florence had made a house of tables to live in, and were counting the money. Each child took thirty cents in nickels, twenty cents in pennies, and one ten cent piece. I made a rule that nothing in the store should cost over five cents.

Sonia and Fred made change easily. There was a good deal of even exchange. After returning from the yard Richard and Florence became storekeepers and Fred and Sonia were "artists." This concrete handling of money is splendid for Florence. She is so interested that she forgets to be afraid of numbers, but she is much slower than the others.

Counting the money and putting away the boxes were done in the afternoon. The children were enthusiastic over the good time they had had.

Fifth Week

The children have all made readable figures after a few trials. Alan and Richard make the poorest. After three days of writing numbers I made some simple arithmetic papers, putting such sums as

$$\begin{array}{r} 6 \\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ 5 \\ \hline \end{array}$$

in a row, and let them write the answers. They enjoyed this tremendously.

Parcheesi has been played several times this week. Faith, Sonia, Fred and Florence played alone after they once understood how to take turns. Starting a new game is still very difficult, especially when Sonia and Fred are playing, as they both shout at once. I took Sonia out of one game on one occasion and she has controlled herself better since.

MUSIC

First Week

Music lessons have included the clapping of songs by individual children for the others to recognize, the recognition of two notes played together, the singing of songs, playing "Here we Come on our Ponies," marching, and playing the band.

Second Week

The music lessons began with marching and following directions spoken or clapped by Miss Stewart. All did this well but Alan. This was probably due to his poor hearing.

Then all sat down in a circle and Miss Stewart played various boat songs on the tom tom. The children recognized them rapidly. A new song was introduced following the singing of the Flower Song. A band closed the lesson. Sonia and Marie each had a turn at leading and did it well.

Third Week

On Friday, Miss Stewart let the children begin the lesson with the band as there had not been time for it on Tuesday. She had them swing to the music twice before starting to play. All were very alert and interested. Fred said, "I watched the director" and "I can hear right

through the fog of the music." Marie played the pattern of the music. She and Faith, Florence and Sonia directed, each one doing well.

A new song was then introduced and each child given a turn at playing a phrase that Miss Stewart sang for him. They all did this easily. Alan was very much interested, asking for a turn.

Miss Stewart asked who could draw a pitch picture of a phrase as she sang it. Celia failed in this but Richard did it correctly. Then Miss Stewart drew a pitch picture and let the children guess which of two songs she had drawn. Fred was quick at this. A new spring song was introduced and sung several times.

Songs played on the tom tom by Miss Stewart were recognized by the children. Practice in reproducing phrases on the tone bars closed the lesson.

Fourth Week

As only four children were present on Friday, the lesson was very informal. First Miss Stewart played every instrument in the room and let them differentiate between those which "stayed just the same," such as the tom tom, the tambourine, the triangle, and those which "play a tune," such as the Chinese kin, the guitar, the pipes of Pan and the glasses and tone bars.

The children asked to listen to a phrase, then to sing it, clap it and step it. They all did this correctly. This was followed by practice in hearing one, two, three or four notes played on the piano. They then tried giving a "finishing tone" to phrases played on the piano.

Fifth Week

Lessons this week have included the singing of familiar boat songs, recognizing songs when the pattern is played on the tom tom, putting home tones on phrases sung by Miss Stewart, rising when two notes are played simultaneously on the piano, and playing the band. The children have been keen and eager during their lessons. Alan lead the band without any self-consciousness on Friday.

RHYTHMS

First Week

The work in rhythms has a splendid effect on Edna. She is happy and interested, working every minute.

Second Week

The children were given balloons on Monday. They played with these with great enjoyment. Edna and Alan were rough at first but after an enforced sitting down for a few minutes, they joined in the play and handled their balloons well. After the balloons had been put away there was skipping, and then resting and stretching. A jig closed the lesson.

Skipping and then stepping rhythms were the first things done on Thursday. Then the children asked for the "leap music." The "reindeer music," was played and they responded to it, but said it was not the "leap music" they had asked for. This was then played.

Resting followed, and then throwing the legs in air,

jumping over the gym mat, and turning somersaults was tried. Fast galloping closed the lesson.

Third Week

On Monday, after the children had skipped to music for a few minutes, Miss Doing gave them big rubber balls to play with.

A long rest and stretching followed. Then the children tried standing on their heads. Florence, Alan, Fred, Sonia and Celia all do this easily now. Alan and Marie can stand on their hands.

Fourth Week

Nothing especially new to report.

Fifth Week

The children have entered into the work in rhythms with their usual enjoyment. On Thursday when they were playing with hoops a game of train developed, as one child after another put his hoop over the child in front of him. They controlled themselves well, starting and stopping with the music.

ORIENTATION

Fifth Week

We had a review of our orientation work with use of the map on Thursday. Each child took a trip, starting

where he pleased and telling how he would reach New York, and what river he was crossing. This was enlivened by such remarks as these, made by Richard: "Now I'm at the Battery. Now I'm waiting for the ferry. Now here's the boat." Then he said: "Chug, Chug, Chug!" as he moved his pointer across the bay to Staten Island. I finished this discussion by reading "Boris Walks Every Way in New York."

IV. ORGANIZATION OF INFORMATION

TRIPS

First Week

Albert's mother took the children on Friday to see a tugboat. The captain was a friend of hers, so he gave the class every opportunity to observe and ask questions. Albert had told us there would be no gangplank and that we should have to jump down to the bow and the children noticed this and commented on it. They spoke of the "muff" on the bow and the logs on the sides. The captain showed us the kitchen where the cook was washing the breakfast dishes. Then he took us to the engine room, and when the children asked about signals, he ran up to the pilot house and rang the bells and the engineer responded. The children saw the fire in the hold that makes the steam.

Then we went up into the pilot house, where we saw the steering wheel. The captain lifted each child up and

showed him the compass, and allowed each one to blow the whistle. Faith asked him about signalling to other boats and he told us that one whistle meant passing on the left, two whistles meant passing on the right, three whistles meant backing. One long whistle meant a boat was leaving a slip. He showed us an emergency fog horn, on hand in case the whistle should break. He told us that an anchored boat rings a bell constantly during a fog.

Alan asked him whether his tug pulled ocean liners and he said no, that he hauled only barges and lighters from one point in the river to another. Someone asked if he towed schooners and he said "Yes." Alan asked how many he could take and he said two. Then Alan told of being at Long Beach and of seeing a tug struggling to pull two schooners against a high wind. He said they just seemed to stand still. The captain told them that when the wind was against him it sometimes took three hours to complete a haul usually done in half an hour. The children asked about the tide and he said that interfered with progress too, but that the wind made twice as much difference as the tide.

Then, as he had a call up the river, he asked if we would like to go with him. No words can express the fervor with which we accepted this invitation.

Though much excited, the children were careful not to get in the way of the steering wheel, and were very sensible and good. Their eyes widened when the captain blew the whistle steadily as we left the slip. They caught sight of the *Leviathan* at once. Sonia identified a small steamer lying at the next dock belonging to the United

States Shipping Line, because its smokestacks were painted in the same way as the *Leviathan's*. A Cunard liner in its New York dock was recognized from its red and black smokestack.

It was a beautiful sunny morning and the river was full of boats. I was continually clutched by someone who wished to report a new find. Nothing was missed!

The captain called our attention to a huge derrick anchored in midstream, and told us that a big liner had collided with a train barge and knocked some freight cars off into the river, and that the derrick was there to lift them up. Someone said at once, "Are divers working down there now?" and the captain answered "Yes." Then another child asked whether a big boat should look out for a little boat. The captain said that in the river small boats had to look out for the big ones, for big ones cannot alter their course quickly.

By this time, we had reached Twenty-third Street where the captain landed us. We went into a slip right between two ocean liners, and the sterns and bows were eagerly examined as there has been bitter disagreement this week as to how they should be drawn in pictures.

The children were lifted on to the dock and thanked the captain fervently for their sail. Richard expressed everyone's sentiment when he said, "Thank you the hugest amount in the world."

We stood on the dock and waved and shouted good-bye until the tug sailed out of the slip and turned north up the river, Captain Fred's hand waving from the pilot house window as she passed from sight.

Second Week

On Friday, Albert's mother took us all aboard the *Leviathan*, which was in the dock at Forty-third Street. The children have followed the *Leviathan's* career with so much interest that I thought it worth while to have them see her, but the trip was a little too long and the interior of the ship was so huge it was confusing.

The best part of the trip was the sight of the steamer in her dock, her tremendous size was so apparent. Richard noticed at once that we had made a mistake in thinking her smokestacks black, as they were really red, with a white and blue band at the top. The children commented, too, on the number of portholes, and on the fact that she had three anchors at her bow.

A sailor up on the forward mast aroused great interest. "He looks like a midget," Richard said; later, we saw him climbing down the ladder and Faith said, "Now he's a midget, now he's a boy, now he's a man."

A gangplank with a cover over it was new to the children and they shouted to me to look at it, remarking as they walked up it, that it must be so that passengers wouldn't get wet if it rained when they were going aboard.

We saw a number of staterooms and sitting rooms inside the ship, but were not allowed to enter the engine room.

Before leaving, we went out on the deck and saw food being loaded on. Up on the top deck, we had a splendid view of the three enormous smoke stacks. Celia said there were eight whistles. We saw the machinery for

letting down the life boats, several of which had masts and sails stowed away inside.

Faith asked one of the officers how many tugs it took to pull the *Leviathan* out of her dock, and he replied, "That depends on the wind and the tide." Asked how many were necessary with both against her, he replied, "Fifteen."

After leaving the ship, we walked down to the end of the dock, where we had a splendid view of her stern. Two men on a raft were painting her sides and the children were much interested in this, as well as in seeing the four enormous hawsers that held her to the dock.

Third Week

No trip—Rainy day.

Fourth Week

On Wednesday Miss Horney and I took the six children over to the East River. Fred and Alan were interested in finding the numbers and letters on the lamp posts as we passed the avenues.

We went out on an open dock at the foot of Tenth Street where gasoline was handled in quantities. Trucks drove up constantly and unloaded empty barrels on to a lighter. Then driving farther down the dock, the driver took on a load of full barrels from another lighter.

It was a beautiful day and the children could see the tide running swiftly out. They found the Manhattan Bridge and saw rubbish scows, tugs, cattle barges and freight car barges.

Our car broke down on the way home and was pushed several blocks by a car in the rear. The exchange of signals interested the children.

Fifth Week

On Friday Miss Horney and I took the children on a trip to Thirty-ninth Street, Brooklyn. All the way to South Ferry our Sixth Avenue elevated train ran just behind another train, so the signals at each curve were set at "Stop," and the children watched this closely.

The ferry runs from Battery Park east toward Brooklyn and then passes between Brooklyn and Governors Island and continues down to Thirty-ninth Street, passing many docks on the Brooklyn shore. The children at once recognized the two dredgers that were still working near Battery Place. They were confused when the boat left the dock and turned east, but orientated themselves as they caught the view up the East River. Fred was the first to find and recognize the bridges. There was much interest when we passed Governors Island.

We saw many different steamers. I recognized the Italian flag on one and the children immediately said that must be the steamer on which Meta had sailed. The walking beam on our ferry boat was another object of great interest.

DISCUSSION

First Week

The children returned from their holidays so full of experiences to tell the others, that the discussion period

on Monday was spent in this way. Alan brought a mussel shell and told about finding it at Long Beach. Edna brought a horse chestnut and told how it would grow into a tree if planted. Fred had been to the country and told of seeing pussy willows. Faith brought a paper seal which she had colored. Everybody contributed something. When I asked what other animals lived in shells, like a mussel's, they mentioned oysters, clams and scallops. I told how these animals attach themselves to rocks and remain there and someone asked how they get food. Sonia and Alan knew they could open their shells, and I explained that in that way they could take food from the water which flowed through.

On Tuesday, we talked over the products made in cooking class during the year, and Edna and Celia told how gingerbread was made. The latter said that you should not put soda and baking powder in at once; that you must use soda with sour milk.

The children started to plan a voyage on their "Cunard Liner" on Wednesday, but were too interested in action to be able to sit quietly, so after about five minutes' talk, they climbed aboard the steamer for their trip.

On Thursday, Albert's mother told us we could go aboard Captain Fred's tug boat next day and the discussion was spent in preparing for the event. The children decided to ask him whether he pulled ocean liners or barges, how boats signal each other, how the wind and tide effect his work. They talked over the special things they wanted to see on the boat.

Friday's discussion was very short, just a working out of how to get to the foot of Christopher Street, where

the tug was docked. We decided to take the Christopher Street trolley to the ferry.

Alan asked me one day why we didn't fly off the earth. Instead of answering, I let a pencil, a crayon and a piece of paper drop to show him how everything is pulled to the earth, instead of being driven away from it.

Second Week

As Edna had missed the tug boat trip, the children were eager to tell her about it on Monday.

Alan began by saying, "First we went out of the door of the school." I suggested that instead of telling how we got there, we start at the dock, but this idea met with disapproval, so I said I would describe the first part of the trip, and I did this rapidly but in detail. The children's story followed and was accurate in every detail. (See Original Stories page 323.)

As Captain Fred had described towing a coal barge, it seemed a good time to talk about coal, so on Thursday, I asked the children what would happen if a severely cold winter prevented coal carriers from reaching New York. The children answered quickly.

"People would freeze."

"Houses would be cold."

"Furnaces would be cold."

"Trains and boats couldn't go."

"What about oil burners?" said someone and we all agreed that of course these could still run, but that tug boats and steamers burning coal would have to stop.

"People in hospitals would get sicker."

"Flowers wouldn't grow." We stopped here to discuss this, pointing out that this applied to flowers in greenhouses.

"Derricks couldn't work."

"Steam shovels couldn't work."

"Steam engines couldn't work."

"Steam rollers couldn't work."

"Water wouldn't get warm."

"People couldn't cook."

This was disputed at once as gas stoves and oil stoves were mentioned as being possible ways of cooking.

Sonia said, "It would be so cold, polar bears would come down from the North." I couldn't resist adding, "Wouldn't it be funny to see polar bears walking on Fifth Avenue?" We all laughed over this, and a child, I think it was Sonia, added, "What if polar bears ran by gasoline?" This set us all off in such peals of laughter that I finally had to restore order and return to the coal discussion. I pointed out that derricks were not the only kind of machinery that was run by steam and somebody said machines in factories ran by steam. Florence said, "I have to shut my window every morning so much smoke comes in." There is a factory across the street from her house. Sonia said the smoke from Cushman's bakery came in her window so we added factories and bakeries to our list. Then I said we had been in another kind of building where steam was needed, and someone said, "Wanamaker's" and added, "elevators couldn't run." This suggested at once the Woolworth

Tower and there was interested speculation as to how long it would take to walk up thirty or forty flights of stairs.

On Thursday, we discussed having a store.

Friday's discussion was on the *Leviathan* and ways of reaching Forty-Third Street and the Hudson River.

Third Week

On Monday, after the election of committees for the work, I started the children on a story of our *Leviathan* trip on Friday, by telling how we took the subway to Forty-Second Street and then a car to the Hudson River.

Sonia (began): "We walked over to the dock and up, up, up, and then we saw there were no letters." (I explained that Sonia meant there were no large letters under which baggage could be collected.)

Florence: "Perhaps they put them up," and added that she had seen this done.

Sonia (continued): "There was a gangplank and we went up, up, up, again and we went on board the *Leviathan*."

Celia: "Then we looked over the railing and saw lots of tar in the water." (We stopped to discuss this; the children said at once it was oil in the water as the *Leviathan* is an oil burner and some might have escaped from the oil barge that filled her tanks. They asked me to change the "tar" to "heavy black oil.")

Richard: "And we saw the side of the dock, and we walked along the deck and pretty soon we went inside and we got a man. He looked like a soldier to me." (He was a bell boy in uniform.)

Fred: "And then after we were inside a while we went out, and we saw some life boats piled up on the side of the *Leviathan*, and then we asked Miss Garrett and Miss Stanton to lift us up, and see what was inside the life boats, and we found little ladders, and if the life boats go down before the people did, the people could climb down after they got the life boats down."

Faith: "The life boats had masts in them and barrels of fresh water, and sails. The sailors go around the boat looking at the life boats."

Florence: "So the people could drink when they let the life boats down into the water." (This precipitated a discussion of what would happen if the *Leviathan* sank in one minute. I asked what would make her sink and the children said water coming in, so we decided that it would take some time for the water to cause the sinking. I recalled to the children's minds what our guide had told us about a drill, held a few days ago, in which all the boats were lowered in three minutes. Fred gave an explanation of the machinery by which this is done.)

Florence (continued): "We went in the boat, and went down a flight of stairs on the B deck, and we saw the gymnasium."

Marie asked to be skipped.

Albert: "I lifted up one of the ropes. It was heavy." (I asked what the rope was used for but he didn't know. Someone suggested that it was for someone to sit on and paint the side. I described how a seat hung between two ropes is used in painting ships, bridges, etc.)

Albert (continued): "Then we saw the men putting

up the canvas for the side of the deck, and we saw a sailor up on the mast.

"First he was like Tom Thumb when he was a baby,

"Then he was like a midget

"Then he was like a boy

"Then he was like a man." (He climbed down the ladder is what Albert omitted to say. Someone put this in for him.)

Alan: "We looked over the railings and there was great big flat things floating in the water. We saw a four masted schooner."

I sent Edna out of the room with Miss Horney, as she screamed and refused to be quiet, when I asked her not to interrupt. She came back quite subdued after fifteen minutes absence, but I did not give her a turn at telling about the trip.

Albert told us that he had been on Captain Fred's boat on Saturday, and that Captain Fred had told him that the derrick we had seen working had been unable to raise the freight cars, and that now the company that owned them would have to send divers down to examine them. He also told us of a schooner that had sunk in the channel. Interest was keen in this. He kept saying, "They've had a lot of trouble with the channel this winter!"

Celia drew an iceberg later, and I told of having read in the paper of an iceberg a mile long which is drifting in the Atlantic, and of how a U. S. Coast Guard cutter is keeping track of its movements, and sending a warning wireless to steamers to keep out of its way.

Miss Horney took the class on Tuesday. She read the

children a story about the development of a frog from the egg, through the tadpole stage to the full grown frog. Frog's eggs borrowed from the VI B room added to the interest of the story.

On Wednesday I had planned to go on with the *Leviathan* discussion but Faith brought in a Chinese doll, dressed as a lady of rank, her hands having very long finger nails. She told about this so well that the children were full of the subject, so we had a discussion on China. The children thought the custom of long nails so queer, I wanted to give them an idea of how strange our customs would seem to the Chinese, so I said that we were doing something as we sat together that the Chinese would think dreadful. The children thought for a moment and then Edna said that we had our shoes on in the house. I pretended that I was Chinese and looking at the shoes said, "How can you keep those dirty things on in the house?" The children were quite impressed by this and said the Chinese must be very clean. Faith said that we would all be sitting on the floor if we were in a Chinese school. Several immediately tried this. The children commented on the similarity between the Chinese custom and our habit in winter, of taking off our goloshes and rubbers before coming into the room. Florence told how the Chinese used to bind the feet of the baby girls, and the children realized at once that their feet would always be weak. I stressed the relation between use and strength, tying this up with the acrobats some of the children had just seen at the circus. Each child asked me to feel his muscle.

On Thursday, we continued the *Leviathan* discussion.

I read the children's story back to them and they made several changes. Then we talked about the smokestacks and the length of time it would take to get to England. Albert said six days, so we decided it would dock next day. Alan showed on the map the course the *Leviathan* would take to the ocean. Then each child went on a trip, on the map, either starting from New York or coming to New York from Long Island or New Jersey.

On Friday rain prevented our going on a trip, so I followed up the great interest shown in modeling animals by playing the game describing animals. The descriptions were not as good as those given the last time we played this, but enthusiasm was keen. We stopped several times for discussion and this may have been a mistake on my part. When Fred described the skunk's ability to squirt the evil-smelling liquid, I asked what this did for him. Faith said, "It keeps him safe," and I asked what different kinds of things other animals had as a protection. One child said that a turtle had a shell, someone immediately added, "so has a snail." "A porcupine has quills." I asked what an elephant had, and the answers were "His trunk." "He has great heavy feet, he can step on people." "He has tusks." I asked about a tiger and the children said he had teeth and claws, all beginning to growl, show their teeth and claw the air with their hands, as they answered. "Cats have claws, too," added Richard.

The children's descriptions follow:

Faith: "I am big, and I spout water and I swim in the sea." (whale)

Celia: "I am very fat and I have two ribbons on each side of my hair. I have eyeglasses." (Edna)

Albert: "I am big. I have a big sharp thing on my nose. I have different parts of me." (rhinoceros)

Alan: "I am big and colored. Fire comes out of my mouth." (dragon)

Fred: "I am little. I am black and white. I throw smell." (skunk)

Richard: "I am very tall. I have a long, long neck and I have long kicking legs." (giraffe)

Marie: "I am covered with nice fur. My legs are covered with nice fur. I have four little feet. I have pockets and a very long fuzzy tail." (squirrel)

Florence: "I am big. I have big heavy feet. I have big tusks and a long nose and flapping ears. I have a little baby with flapping ears like the mother, with little tiny tusks and he always walks with his mother." (elephant)

Edna: "I am white. I am white. I am white. I got a pink nose. I got little ears and a small tail and little teeny feet and I'm spotted." (guinea pig)

Sonia: "I have a thin tail and a long tail and little ears. And four little feet and I eat eggs. I keep your garden in pretty good order." (mongoose)

Fourth Week

Albert came to school on Monday with the astonishing news that the *Leviathan* had burnt up in England. Fortunately I had read in the paper of a fire in her upper

deck. I reassured the children by telling of this. Then I asked how the fire might have started. The children were quick to suggest matches, cigarettes and cigars. Richard was very dramatic, standing up and illustrating how a man might have lit his cigarette and then thrown a match away, because it burned him. I said I was thinking of another cause and by questioning helped the children to think of defective wiring. Albert said the wireless might have set the smokestack on fire, which led to a very interesting discussion of what the smokestack was made of and where it led to. Albert had missed the trip to the *Assyria* (taken in March) when we saw the engine room, so the others told him of seeing the smokestack going down, down, to the fire. That brought up the question of why the engines were placed in the hold of a ship, and several suggestions were offered, to make more room and because the rudder and propeller are down low, and the engine makes the propeller go. I asked what the engines were made of, and Faith said, "iron," and then jumped to the idea that they would be too heavy to be up high. "It would be top heavy," said Fred, "like my boats." Everyone had to show by his hands how the boat would capsize if all that weight were on top. This point having been settled, we returned to the fire discussion. The children said that they would send for an English fire boat. I asked what they would do before that. Someone said put water on the fire, so we talked about fire hose and I explained the use of the fire extinguisher, and took the children out to the front door to see one which hangs there.

On Wednesday, we had a short discussion before going over to the East River.

For other discussions see "Language" and "Number."

Fifth Week

Children who had been to the country over Sunday told of their experiences on Monday, and descriptions of the early flowers and buds on the trees led naturally to a discussion of seeds, where they come from, how they are distributed, etc. On our trip to the East River we had seen some green growing on the side of the dock and I asked the children what this could have come from. After recalling what we had seen at the dock they concluded that the sprouts must have come from oats. A tiny weed seen in a bit of dirt in a grating, brought up the question of how seeds are carried by the wind. The children were familiar with dandelions, and all remembered the milkweed pods we had had in our class room in the Fall.

We continued this discussion on Wednesday, discussing again the necessity for rain and sun, and the effects of too much rain and too little rain.

For other discussions see "Language" and "Orientation."

ORIGINAL STORIES

OCTOBER

The rain was falling, falling, one day, and some people were on a sailboat riding and the waves came up and splashed the people and the boat was tipping over almost.

Picture of a sailboat in a rain storm. Meta

Toot toot, toot toot, and the people doesn't like it. It's such a loud noise. And sometimes they go some place else, so they can't hear it as plainly. And sometimes the little people look out of the window.

Picture of an ocean liner and a tug. Alan

The Rainy Day Story

Pitter, patter on the window pane!
Hear the rain dropping from the roofs of nearby houses.
Hear the rain dropping from the sky
Pitter, patter on the ground!

Hear the splashes in the water,
Pitter, patter in the puddles!
Hear the waves go up roaring, splashing on the boats
The spray coming from underneath.
Hear the fog horns and the bell buoys.

Hear the people running to school
With their umbrellas, and their raincoats and their rain-hats.

Hear the grown up people running to their offices
With their umbrellas, and their raincoats and their rain-hats.

Hear their feet splashing about on the streets.

Spitter, spatter went the water
When the auto went by.

Spitter, spatter, hear the trolley spatter,
Hear the horses' feet, clopperty clop, splashing by
And the trucks splashing by.

Group Story

NOVEMBER

The engine is a big monster that runs along the tracks. It has a big fire inside and a lot of steam, and it has a coal car to give it coal. It has a smokestack, and a whistle and a bell and a headlight that shines bright on the tracks all night. The smokestack only puffs out a lot of smoke. The whistle goes toot toot. The bell rings ding dong.

This big monster that runs along the tracks has sand to sprinkle on the tracks, so if the tracks would slip, he would slip with all his other cars and that would be the end and it is.

Picture of a steam engine.

Faith

The Steamer

The steamer hasn't started yet. It's not going to start until a good many people get on. It's going way across the ocean blue, way across the big sea, way across the bay and way and way, all away across the ocean. Then it's

going into a dock and all the people are going to get out and lots and lots more people are going to get on and then it's going to start way, way back again, way across the ocean, and way across the sea, and way across the bay into the dock again. And then all the people are going to get out.

Told after drawing a picture of a tug pulling a steamer. This was chanted rather than talked. Alan

DECEMBER

One morning the children were full of talk about Christmas, so I linked this up to our talks about farms and differences in climate by asking them what they thought the people who lived on farms in the country to the north of us were doing to get ready for Christmas. Faith said they would have to make Christmas wreaths and I asked where they would get the greens. One child said, "From the woods," so I asked what trees kept their leaves all winter. Alan said, "Maple trees," but was corrected at once, and pine, fir and cedar mentioned. The interest in this was keen so I said, "Shall we make a story about Billy and Chubby going out with their father to cut greens?" There were shouts at once, "Yes, yes," so I began:

"Billy and Chubby got up one cold winter morning and put on their warm winter underwear and their warm winter suits. They looked out the window and saw the white snow covering the fields and stretching away to the mountains. They put on their woolen stockings and their thick shoes and ran down the stairs to breakfast."

Then each child was given a turn around the circle.

Faith: "After breakfast, they ran and got their coats and hats and arctics and put them on and ran to the wood-shed and got their sled and were back in a minute."

Marie: "Then they walked. Billy and Chubby were on the sled. The father walked and pulled the sled."

Albert: "The snow started to pile up in little piles

against the sled. The father was running. The father had on a winter coat and a straw hat."

Several children objected to this at once, saying he wouldn't wear a straw hat in winter and after some discussion of the cold, Albert decided to accept someone's suggestion about ear-laps and reworded his story: "The father had on a winter coat and a winter hat with ear-laps."

Celia did not want a turn so I skipped her.

Sonia: "There was a bridge over the brook." I asked Sonia at this point where the brook came from and she remembered that it flowed down from the mountain. Then I asked how it came down and several children said it dashed down. Then Sonia continued, "The brook was just with ice on the top and you could hear sh-sh-sh-ww-sh-sh underneath. The ditch was full of ice." Alan burst in here, though it was not his turn, "The bridge was full of snow and icicles hanging down from the poles." Sonia continued, "After they got over the bridge, they went up the hill." Someone said at once, "The father slipped down," and Fred added, "He said it was too heavy, Billy and Chubby had to help push." Sonia continued, "They picked some cedar trees." The children objected to this, saying that you couldn't pick trees. Someone suggested that he chopped some cedar trees. Sonia rejected this, but changed her statement to "They cut some cedar trees."

Richard: "Then they went on and they went on." He seemed a little at a loss here, so I said, "What about the snow, I wonder?" and he continued, "The snow was very cold." Faith added, "The snow was very deep," and Richard continued, "The wind was blowing in their faces. Billy and Chubby asked their father if they could touch the snow and he said 'Yes' and Billy put his hand down and got a snowball and then threw it in Chubby's lap."

Fred: "When the daddy was going up, the snow

covered his feet all over. Chubby picked up a snowball and threw it in Billy's face and Billy threw a snowball in Chubby's face." All the children laughed hilariously over this and would have continued, had I not said it was Florence's turn and asked her what Billy and Chubby came out to get.

Florence: "And they went on their sled to the fir tree and he chopped down the fir tree and put it on the sled and he went down the hill again." Celia said, "He slipped down"; another child, "He was sliding all the way. The sled came down on top of him." Florence continued, "He went over the bridge again." In order to help her I said, "How did the sled go over the snow?" and Faith said, "The sled cut two little lines in the snow." Florence finished, "Then he went into the house, and Billy and Chubby put the sled in the wood-shed, and the father put up the Christmas tree and trimmed it all up."

I read the whole story back to the children and they decided that Billy and Chubby needed sweaters as well as coats and also that they must wear gloves, so these changes were made in the first sentences. Fred suggested that Billy and Chubby would like to suck icicles when they saw them on the bridge, and the group agreed that this should be put into the story. I asked why the ditch was full of ice and Sonia said, "The ditch was just still with water," and the children told me to put that in the story. The complete version follows:

Billy and Chubby got up one cold winter morning just before Christmas and put on their warm winter underwear and their warm winter suits. They looked out the window and saw the white snow covering the field and stretching away to the mountains. They put on their warm woolen stockings and their thick shoes and ran down the stairs to breakfast. After breakfast they ran and got their sweaters and coats and arctics and gloves and put them on and ran to the wood-shed

and got their sled and were back in a minute. Then they walked. Billy and Chubby were on the sled. The snow started to pile up in little piles against the sled. The father was running. The father had on a winter coat and a winter hat with ear-laps.

There was a bridge over the brook. The brook was just with ice on the top and you could hear sssh wwsssh underneath. The ditch was full of ice. The ditch was just still with water. The bridge was full of snow and icicles hanging down from the poles. They asked the father if they could get some icicles to suck. After they got over the bridge they went up the hill. The father slipped down, he said it was too heavy. Billy and Chubby had to help push.

They cut some cedar trees. Then they went on and they went on and the snow was very deep and the snow was very cold and the wind was blowing in their faces. Billy and Chubby asked their father if they could touch the snow and he said "Yes," and Billy put his hand down and got a snowball and threw it in Chubby's lap. When the daddy was going up, the snow covered his feet all over. Chubby picked up a snowball and threw it in Billy's face and Billy threw a snowball in Chubby's face and they went on their sled to the fir tree and he chopped down the fir tree and put it on the sled and he went down the hill again. He slipped down and he was sliding all the way, the sled come down on top of him. He went over the bridge again. The sled cut two little lines on the snow. Then he went into the house and Billy and Chubby put the sled in the wood-shed and the father put up the Christmas tree and trimmed it all up.

Group Story

This is on Christmas night and all the little children are asleep and Santa Claus is putting toys in their stockings. He is going out, he is just walking out, he is just

going to touch the door. He's on his tiptoes. The Christmas tree,—he sees it, he smiles.

In the morning the children got up and they found their stockings with a doll and some candy and a little Santa Claus. They went over to the Christmas tree and they found two little dolls and two little carriages and they found a pair of gloves.

Story to go with a picture of a house with a tree in one room and fireplace and stockings in another. Marie

The apples are just falling from the tree. There are some ripe ones still on the tree. There are some rotten ones on the ground. The wind blew them off. It was a great big stormy day. Whoo-whoo-whoo! The sky is blue, the sun is out. The smoke's coming out of the chimney. Lunch is cooking. The little boy has just finished lunch. The daddy's undressing him. He's going to take his nap. The mother is getting the lunch ready for the father and her.

(When I asked Richard how the sun could be out when it was stormy he explained that it was a wind storm, not a rain storm.)

Picture of a house and an apple tree. Richard

FEBRUARY

The Snow Storm in New York

White snow flakes falling down to the ground from the sky. They're falling on the streets and sidewalks, on the houses, on the people and on the trees in the park, falling on the railroad tracks, on the elevated. They're falling on the wagons and horses and trucks and automobiles.

The people are making footsteps in the snow. The sleds are coasting, the ice skaters are skating on the ice.

Pat, pat, pat comes the milk man. The milk bottle gets all full with ice. It turns to ice cream.

The people are buttoning up their coats. The people are putting their scarves around. It's getting cold. Faces are as rosy as apples.

The people are sliding on the streets. They're slipping and falling. The men are shovelling the snow off the streets in big piles against the sidewalk. The snow plows are pushing the snow to the side.

Little snow birds are flying around, little sparrows in the park.

The horses are slipping on the ice. Some horses are falling. The driver gets out of the wagon and unharnesses him, and puts a blanket under his feet, so that when he gets up he won't slip. The drivers of the automobiles are careful not to run over them. The men are having bad tempers. The automobiles slide up on the sidewalk. They skid up.

The city looks all white with snow. The roofs of houses are all white with snow, and the icicles are hanging down from the roofs. The people are all white with snow like snowmen and the boys are throwing snowballs. The tops of the cars are all white with snow.

Group Story

Over in the woods
The big woods of Woodstock
Was a big hollow tree
Where the mother chipmunk lived.

And all the babies, six and nine
Were little gray chipmunks
Which stayed behind the vine

While mother crept around
To get nuts from other places

So that they could have their luncheons
In the hollow tree
In the wood of Woodstock.

This story, told by Sonia, is an attempt to reproduce the rhythm of "Over in the meadow, in a nest built of sticks," which has been read to the children several times lately. The content was taken from "Three little Owlets in a Hollow Tree."

The steamer is moving out of the dock. It's going to move across to England. All the people are going to get out, hundreds and hundreds, and more people are going to get in and then the man takes the bags out and then he takes the trunks out and then the people find their trunks and bags and then the people get in.

Picture of a steamer.

Alan

It's in the summer time. All the flowers are blossoming but one flower is a different kind of a flower from the other flowers. That big flower is a sunflower and so is the little yellow one with the red dot in the middle and this little flower no one knows the name of it. All the flowers have roots on them. The one second to the littlest one is red daisy. The sun is shining on top of the flowers.

Picture of flowers.

Fred

Once upon a time there was a man and his name was Rich, and he was very cruel. He put a sign on the door of his house and it said, "Who entrance here can have what they want and pay what they can." And so one day a very old man came and his name was Poor. And he knocked at the door, "Tap, tap, tap," and Rich came to the door and he said, "Who is it?" and Poor said, "It is Poor," and he said, "Well come with me" and took him up a blue and yellow path till he came to the top of a huge hill and there stood a tiny little white house with a blue door, and a green toilet house. And there

was a very little land and to mark the land there were two green fences and Rich said, "There you are, if you want what you want, and that's what you want." So that's where the rest of the life was to stay.

This story was told to go with a colorful and detailed drawing showing the interior of a house at the bottom of the paper, and a tiny house at the top. The content is obviously taken from a familiar fairy tale, but is enriched by details from the picture. Sonia

The train is going to go. It's beginning to go. The engineer's sticking his head out to watch out for signals, the white signal. The conductor is swinging his handkerchief, schoooo—then it started off.

Picture of a train drawn on return from a trip to the Grand Central. Marie

The Old-Fashioned Train

The cars look like coaches. The engine burns wood and the wood makes steam. It isn't like the other trains, at least the others you can get in, but many people can't get in the little coaches. Only four or six get in. It has a black smokestack and no headlight and it had an old-fashioned signal and it had no cow-catcher.

Told on return from trip. Marie

Snow Story

This is a snowy Christmas. The people think Santa Claus is going to come. They think he's going to give them toys. It's way down below the houses and things in New York. It's in the ocean, falling in, the ocean, too, and cakes of ice are in the ocean, and little pieces of snow make the cakes of ice. Boats are going by. The snow is covering them up with snow. They look all

snowy like a little white cat, like a little white pussy. A little fuzzy white pussy, a little fuzzy pussy. People are walking about in New York. They get all covered with white snow.

To go with a picture of a steamer.

Alan

MARCH

The Rabbit Song

There was a little bunny
With long fuzzy ears
And a little short stubby tail
And a little pink nose.

She had four little fuzzy feet
That went scratch! scratch! scratch!
And four little fuzzy babies
That cuddled near her side
When it was time to sleep.

Made by the group just before music.

A Funny Woolworth Tower

It's thin at the bottom and thick at the top. The men have to climb up the side of the Woolworth to get in 'cause the doors are at the top. There's a point at the bottom and a point at the top.

(All the children thought this very funny.) *Richard*

The Steam-Shovel

There was a big, big steam-shovel in New York, digging up dirt. It was digging up dirt for the trucks to come and take away so that they wouldn't have it any more, 'cause they didn't want it any more, 'cause they

wanted to make the hole deeper to make the cellar of a building of offices.

Puff, puff, puff, chuck, chuck, chuck, lots of steam came out of the little pipe. The steam shovel digged itself into the dirt and it picked up some dirt and turned around and then it opened its mouth, when the man pulled the handle, and the dirt came pouring out into the truck.

Marie, Florence and Richard

I took the children to see a steam shovel working at 5th Ave. and 12th St. and the preceding and following stories are the result. Fred came in just as Marie, Florence and Richard finished theirs and was not satisfied with it, so I said he could make his own and he worked hard to get just the effect he wanted.

The Steam-Shovel

In between 6th and 5th Ave. there was a big steam-shovel working. A truck came along and backed down the hill and the steam-shovel began working. The steam-shovel turned around and then it opened its mouth back and then lots of steam puffed out, and then it went forward a little and then it began digging up the side with its big iron shovel. The steam said "ssss" and it pushed and pushed and then it went right straight into the bank and dug right up the bank.

The shovel was full of dirt. Then it chugged around and dumped the dirt right into the back of the truck. Then it chugged around again to get some more dirt. Then it dug into the bank and made "ssssssss" like it did before. Then it dug right up the bank and then chugged around again and dumped some more dirt into the truck and then the truck went right straight up the hill forwards and then turned around into the street and chugged forward and then turned around into 5th Ave. and it was going down south and it went south to West

11th St. and then it turned east and then went right over to the East River and there was a rubbish scow right by the dock and the truck backed up a little and then the driver got out and turned a wheel and the back of it went up that the dirt was in. He went over and pulled up the back and let that down and then all the dirt slid into the rubbish scow.

Fred

The Ferry-Boat Song

- On Thursday I asked each child to tell about the boat he had made in blocks. Out of Marie's saying, "My boat goes back and forth," developed a ferry-boat song. Sonia said she didn't like "back and forth," it sounded "too quick," so I asked her what to say and she said, "Toot, toot, over to New Jersey. Toot, toot, back to New York." This was objected to and Faith put in, "Carrying passengers, over from New Jersey." I asked the children to swing the rhythm of this and several remarks was rejected because they did not fit.

"Back to New Jersey
Again to New York."

Alan wanted to put in about the paddle wheel and said this would do if you said it very fast.

"Spitter, spatter
Goes the paddle wheel
Toot, toot
Into the slip."

We stopped here to think about what happens when the ferry docks and Faith said,

“The wheel goes round
Cling, clang.
The gates open
Cling, clang.”

No one was satisfied with “cling clang,” and we hit everything metal in the room with the hammer but couldn’t decide on a better word. They finished,

“Bing, bang, off go the trucks
Step, step, go twenty-two feet.”

The feet represented our class.
The final story follows:

Toot, toot, over to New Jersey!
Toot, toot, back to New York!
Carrying passengers
Over from New Jersey,
Back to New Jersey,
Again to New York.
Spitter, spitter goes the paddle wheel!
Toot, toot, into the slip!
The wheel goes round
Cling, clang, the gates open,
Cling, clang!
Bing, bang! off go the trucks
Step, step, go twenty-two feet.

Group Story

Thunder Shower

Once we were up in the country and we heard bing! bang! and thunder roaring, and lightning flashing, and rain coming pelting down, rrrr, ssssss, rrrr, splash, splash, splash! Then the storm went away and the sun came out, and we went out to play. The ground was wet, all slimy. The trees were wet, the rain was dripping down from the roofs.

Edna

The Thunder Storm

The sun goes down. It's dark as dark. Lightning comes roaring up from behind the hills. People are rushing home in their cars. Rain comes pouring down from the sky. First it comes pouring down from the sky. First it comes pitter patter, then it comes beating down. It almost blows over the trees. Then comes a roar of thunder. Then comes a roar of thunder.

Then after, it sort of dies down behind the hills, the thunder stops, and then the lightning stops, and then the sun comes out, and then a rainbow comes on top of Bear Mountain.

Albert

A Snow Storm

It was snowing hard. It was very cloudy. The clouds were thick, there was not a bit of sun. We went out playing in it, we made snow man. We had fires in our house all the time. It was cold, it was bitter. The roof of our house was all white, the ground was white, the hills were white, the trees were all beautiful.

The farmer's foot tread looked big. He had big rubber boots on. The next day you never saw such a beautiful day, oh! the snow! It looked like a white sheet of snow. We had two little trees on the side of our house

and Jim was under it and I shook it. All the snow fell down on him. We rolled in the snow and when we came in the house we were just stuck up with snow. We had our dinner.

Told after hearing Albert tell about a thunderstorm.

Edna

The Rabbit

I am white.
I have two black eyes
And two long ears
And four little feet.
I have two little babies that
Cuddle near my side
When it is time to sleep.
And sometimes I hop, hop to the garden,
And get some lettuce and carrots
And then I hop, hop, back home to my babies
when it's morning
And then I feed them.

Celia

The Story of the Big White Whale

The *Leviathan* was standing in the dock and puffing to herself. She said, "I can't wait here no longer." So she puffed and snorted out yelling "Hurray!" and she said, "I am off to the ocean, the big ocean wide." And that was the song she sang.

But she had just reached the Narrows when a little tiny fish came up to the sides of her ship, with big yellow eyes and little brown and silver stripes and he was away for the ocean too. The old *Leviathan* took no chance to see him pass and went on snorting along because she was in a hurry. But when she reached the Lower Bay she saw the big wide blue ocean far ahead so she puffed and snorted in a very great hurry out to it. She

found the little tiny fish swimming along the way he was before. The little fish stopped swimming along in this hurry and the old *Leviathan* looked down at him and watched where the little fish's big yellow eyes were looking to, and there stood a big white whale not very close to the *Leviathan* but twenty feet away from it. But the *Leviathan* was very much annoyed and thought this strange and she puffed and said to the whale, "Oh great whale, please great whale, if you can help us, go along; we cannot have no chances for you." But the whale took no chances either, but he said, in loud and dretful tone, "I sha'n't neither!" and swam on out to the ocean, flapping his big white tail and very much annoyed.

The little tiny fish who had big yellow eyes and brown and silver stripes followed right as fast as the whale went and he called back to the old slowpoke and said, "*Leviathan*, O *Leviathan*, come on with us to the middle of the ocean and then we can derseeve." But the old *Leviathan* hurried along to the middle of the ocean where the whale and the little fish waited patiently, the whale flapping his big floundering tail. The *Leviathan* paid no attention to him. And the *Leviathan* saw the big whale swim up to her sides and the whale thought of the big nodas and the floundering stand of his. He said in a loud and dretful voice, "I am going"! But the little fish said, "We shall travel our own way to England, not follow the big white whale." The *Leviathan* said, "Who is your King of Sea?" "The big white whale is my King of Sea." "Well," said the *Leviathan*, "I am the King of my part of the Sea." Just then a big turtle came down and said, "What is this about?" The *Leviathan* said, "Who is King of your part of the land?" The turtle said, "The lion is King of my part of land." But the *Leviathan* said, "I must go." So he went on to the deep of the ocean and he came at last to the big docks of England where many people stood there waiting for him. Another boat, very much annoyed, said,

"What took you so long?" "Oh!" said *Leviathan*, "I had a party with little Speckled Fin and the big white whale and the snapping turtle of the sea." But still the *Leviathan* was very much annoyed.

Sonia

APRIL

I am a sailboat
That sails the sea.
I have two sails
That turn when the wind blows.

The water goes up on my sides
Splash, splash, splash!
When the waves rock up and down
I rock with them.

Poem to put in her Book of Poems with picture of sailboat.
Celia

In the wood, in the woods
Are the big round trees.
When winter doth come
They aren't brown any more
But lovely snow white
As white and soft as pussy cat's fur.

In the woods, in the woods
Are the big round trees.
When summer doth come
They aren't white any more
But a lovely silky brown
With beautiful green leaves.

Poem to put in her Book of Poems with picture of trees.
Sonia

The boat is sailing to England, rocking on the waves but now it's going smoothly. It will soon be in England. Then it will dock and all the passengers will get off and they'll take all the baggage off and all the extra food off and then everybody'll have a rest in England. Then they'll load in things and the boat will go toot, toot back to New York.

Picture of a steamer.

Faith

The tug boat's going to pull the *Leviathan* out of the mud. It didn't take one tug either, did it? Course not! It began its engines working. It hitched a rope on to the *Leviathan*. It began to pull with all its might. Lots more other tugs were pulling with it. The *Leviathan* is beginning to move out of the mud. When they got her out, they took her to the dock.

Picture of tug boat.

Alan

How the Leviathan got to be a Passenger Steamer

This is the story of the *Leviathan* before it turned into a passenger boat. It carried many soldiers on its decks. They had nine flags on the towers. Then at last a year came and then all the soldiers got to land and the *Leviathan* anchored and the soldiers fought, after a day or two. Then they fought for two years and the war was over and the *Leviathan* men got to work on it and made it into a passenger steamer and carried people across to England.

Picture of a warship.

Albert

The tug boat is going through the Hudson River. It's pulling a coal barge and it's working very hard because the coal barge is full of coal. "Puff, puff, puff, puff, puff, chug, chug, chug, chug, chug, chug! Toot, toot!"

It's moving very very slowly. It's Captain Fred's boat. Miss Stanton and Sonia are looking out the window.

Picture of a tug boat made on return from a trip.
Richard

Trip on Tug Boat

Alan: "The captain saw us walking on the deck, so he came out the door of the cabin (corrected to pilot-house by general request) to meet us."

Fred: "Then he went up into the pilot-house and turned the bow around so we could get on."

Albert: "Then he came down and jumped on to the dock and then he lifted us all into the boat—one by one" (added by Richard).

Florence: "We all stand quiet because we didn't want to fall out of the boat. Then Captain Fred showed us the engines and the kitchen" (changed to galley by request).

Faith: "Then we turned around and walked up the stairs to the pilot-house, and then we blew the big whistle."

(The story paused here while everyone imitated the whistle.)

There was a little thing that talked down to the engine room and Captain Fred went downstairs and talked with us.

Celia: "Then Miss Stanton said, 'Thank you. We're all through. Goodbye.' Then Captain Fred came up and showed us the compass. Then we went downstairs and Captain Fred asked if he could speak to her and he asked Miss Stanton if we were sensible enough to go for a ride. Then Miss Stanton said 'Yes.' He asked us, and we all said, 'Yes.'"

Sonia: "So we went up in the pilot-house and Captain Fred asked us if we wanted to go for a ride and we said,

'Yes' so we went inside the pilot-house and some of us looked out the windows and others watched him steer. The other tug moved back and we went out into the river." (This was objected to at once because Sonia didn't say he blew the whistle.)

Richard: "Then Captain Fred blowed the whistle 'tooooooooooot!' and then we moved out into the river."

Fred: "Then we turned up north to Twenty-third Street. We saw barges and grain elevators and sea gulls, and ferry boats."

Group Story

It's autumn time now. This boat is sailing to its dock in New Jersey, way uptown in New Jersey, almost up by the Harlem River. This boat sails from way up here down to the bay, and after it gets to the bay, it gets in the channel and then it goes through the Narrows and then into the ocean. She sees lots of other boats sailing. It's about noon time now and the people on the boat are having lunch, and they love it, too, it's very good lunch and after that they're going to get some more. They're going to get a second helping.

The boat is puffing and chugging along, and now it's in England and now it's in the England Narrows and now it's in the England Channel, and she is sailing right to the England Bay, and now she is in the England River and now she's in her dock.

Very good picture of steamer.

Fred

I love the sweet forget-me-nots
That grow in the fields every day,
The wind doth blow them to and fro
As in the fields they sway.

To go in Book of Poems, illustrated by a picture of forget-me-nots.

Celia

Dog and cat and little rat
Went out to walk one day.
The north wind blew them all about
And mixed them up this way!

Illustrated by three pictures: a dog, a cat and a little rat; dog, cat and little rat being blown about by the wind; the dog with the rat's head and tail, the cat with the dog's head and tail, the rat with the cat's head and tail.
Sonia

The Windy Story

Sonia: "The wind blows and blows and blows. It blows the tree tops round."

Fred: "The wind blows and blows and blows. It blew the leaves about."

Sonia: "The wind blows and blows and blows. Until the snow comes falling down. The wind blows and blows and blows and makes it very cold."

Florence: "It makes the people very cold so that they have to put their coats on."

Richard: "They have to put their collars up. They have to hold their collars together and put their big warm gloves on and put their scarves around their necks."

Florence: "The wind blows their hats off. They have to run to catch their hats again."

Fred: "The wind blows and blows and blows and blows the leaves whirling about. And the wind blows and blows, and sometimes blows the branches off the trees, and blows the birds' nests with them."

Florence, Fred and Richard: "The birds fly out. It blows the eggs out, that are green and white and yellow and blue. The shells break, the little birds fall down dead. The mothers are weeping."

Sonia: "It blows the hats up, up to the sky, and they fall right into the clouds."

Fred: "The wind blows and blows and blows and the wind blows so hard it blows the apples off the trees."

Florence: "It waves the trees from side to side."

Sonia: "There's a gale at sea and the ships go by and the ships rock on the waves. The sails are down at every gale and the gales are very fierce."

Four Children

Montclair

We walked down some big stairs from our apartment house and a bird that was building its nest up on top of our house flew out of his nest.

We walked and walked to the tube on 6th Ave. and we went down the stairs and we got a little green ticket and we put it down the slot and then we went through.

Then there was a big noise and the train came "clackety, clack" through the tunnel. It blew my rabbit's head off. The doors opened when it stopped. A lot of people got in and looked at my bunny. The train gave a big shake and I fell down 'cause it was such a big shake. It went so suddenly I sat down and asked Mother when we were going through the big tunnel and she said she will tell me when we are going through the tunnel. And pretty soon we heard a big wind and Mother said we were under the river and I ran once up the train. And then the train stopped and Mother said it was time to get off. So I ran back and it shook just the same when we went before. We got out and walked up a big lot of stairs and then we saw the Montclair train waiting for us and I hopped in and sat down in the train, and then it gave a shake and the whistle blew and we just started.

We saw a big shack where the cows were and they were getting loaded into a freight car and everybody looked out the window to see it. Then the train gave ding, dong, and we went into the big tunnel and our window was open so we had to shut it down, and James was at

the door and he had to shut the door because he began coughing and Mother said that we were getting out of the tunnel. It was beginning to get light and she wanted to have air. And then we saw a freight car going with a lot of chickens and they stopped at a station where there was a lot of chickens and cans and milk.

The train stopped and I said if it was time to get out and she said, no, it was four more stations. Then we saw the country; there was a lot of green trees and it began pouring and Mother said she didn't know what to do. Then she said it was time to get out, and we walked down the street and we met Jack and Aunt Mary in the car going down to meet us. But she saw us and she stopped the car and we got in and she had to turn around. And we got to the line and the tire broke and the air came out of the tire and we had to stop and we put another tire on. And we went up the driveway and put it in the garage. And we ran 'cause it was raining. And Jack showed me all the toys he had and we had supper. And it was eight o'clock when in we went to bed.

I got undressed and got in my bed and Mother said goodnight to me and she went downstairs. We went in the same bed, Jack and I, it was such a big bed. It got sunny at seven o'clock and we couldn't get up 'cause we stayed up so late last night. Then we got up and got dressed and had our breakfast, a good breakfast too. And Mother called up a taxicab to come and take us down to the station 'cause we didn't want to be late to school. We heard the same little bird we heard at first going to the station. He looked at us.

We got to the station and we went into the car and the engine puffed big smoke and made a noise with its whistle and we went off. We saw the bird going on North. And the train went choo, choo, and we got to one station and we got off at four more stations. The train stopped for us. We got off and walked up the hill.

There was a bull running around there, a man was catching him with a lasso. Then we were waiting for the ferry to come in and Daddy told us to hurry up 'cause the ferry boat was coming in. And Mother didn't want to go out 'cause she was tired and 'cause the sun got in her eyes, and so she sat down and I sat down and Philip got off Daddy's lap and played around with us. The gang-planks went up, the gates shut and the whistle blew and we moved slowly out of the dock. We saw a little fire and we heard the fire-boat coming and it went out when we were nearly at the dock. Then we moved slowly into the dock at Christopher St. in New York and the gang-planks went down and we all got off and we saw a taxicab waiting for us and we got in. Philip had to sit on the floor. Then we got to the school and I took my bunny in the basket and got out and went into the school and said good morning to Miss Stanton. (See page 275.)

Florence

The dredger's going along in the Hudson River. Then the men throw out the anchor. They put down the big arm by steam, ssssssss, splash! It looks all foamy. Then the divers go down and hitch the chains on to the freight cars. The way they do it is, they take the chains and put it around the freight car and hook it. Then the great big arm goes up very slowly, lifting the freight car up. Then, after they've got them up, they put them on to a barge and take them over to the New Jersey dock, because they were the Lackawanna freight cars. Then the switching engine came and pushed them over to the freight yard. Then they took all the rotten fruit out and got a rubbish barge and the rubbish barge dumped them in the middle of the ocean. Then they mended the freight cars.

Picture of a dredger raising a freight car from the river.

Celia

The sailing vessel
Is sailing in the deep sea,
Deep where the monsters are
Where olden sharks and killer whales are
And Speckled Fin is swimming around.

*Song made after drawing a picture of a schooner.
Sung rather than said to me.* Alan

The wind blows!
It blows the branches about.
It blows the leaves about too.
It blows the flowers down
That rise so quick again.

The last two lines suggested by My Lady Wind

On the rough blue sea
I see a sailor up on the mast taking down the sails.
It's rocking on the deep blue sea
The whales are spouting on the sea and they hear a little
buoy far away on the sea.

Picture of a sailing ship. (See page 278.) Florence

The Sea

The sea, the sea, oh! the sea!
With silver birds flying about
And birds with wings so glistening
Upon the stars in the night.

And the moon comes out
And they rest about
Upon the clouds in the sky.
And they come to the sea in the morning
And fly with the raindrops dropping down
They rest on the waves so pretty and shaved.

Sonia

Funny Rhymes

Trains and trains
Don't like names.

"How do you do Mr. Lasso,"
Says Mrs. Cockoo.

Little Bunny
Wants to be funny
And his mummy
Says he's a dummy.

Richard

*The rabbit rhyme was said as he looked at a picture
on a vase in our room and was immediately dramatized.*

The ship is sailing in the ocean
in the deep sea ocean.
The sails all set, sailing swiftly
through the big blue waves.

Picture of a boat. (See page 275.)

Alan

*One day Faith came to school tremendously excited
over her new kitten. She is an only child and had never
had an animal before to play with. Her feeling was
so strong she could think and talk of nothing else so I
asked if she'd like to make a story about it. The form
was suggested by my asking her to let the children guess*

*what she had at her house without calling it by name.
She worked three-quarters of an hour on the story.*

This first part was for the children to guess.

Soft, soft, whiskers I have.

Soft, soft, fur I have.

My tail is sticking up.

Little pointed ears I have, soft, soft, soft.

I am gray with stripes of white, soft, soft, soft.

Lap, lap goes my little pink tongue.

Pat, pat, pat go some little feet of mine.

Four little feet I have, soft and scratchy, soft and
scratchy,

Fur around them, nails that scratch.

Small, small, purring purring

Down I lay myself to sleep.

*The part that follows was written originally third,
but Faith then wanted it placed here. It describes the
kitten's journey from her aunt's home to Faith's home.*

In a box I went

Queer, queer, queer

Holes I had in this queer thing.

Funny, funny, funny

Up the stairs somebody took me.

Then through the gate

Funny, funny, funny.

"Mother, mother," I mewed.

There I was on a sort of platform,

Tracks, tracks in front of me

Funny, funny, funny.

Then there came a great noise.

Back, back in the box I crawled

I mewed, and mewed and mewed.

Somebody stepped in a funny thing

(The person that was holding the box I was in.)

My ears began to stick up
My nose went sniff, sniff, sniff.
My head began coming out.
Look, look all around I did.
What a queer place this is!
All of a sudden it began to move.
Still queerer, still queerer I thought it was
I didn't get scared then for my mistress petted me on
the head.
All the people in the car began smiling
Then laughing
Then getting louder and louder.
Then the queer thing stops
After a few funny platforms.
Then my mistress got out
I scrambled back in my bed again.
Then there was a funny thing going by
Kerthunk, kerthunk, kerthunk!
Then clopperty, clopperty, clop, another funny thing
That I thought I'd just been on.
Then we came to the door of another funny thing.
Then prrrrip, prrrrip my mistress rung another
funny thing.
Then I looked around me
In another house I thought I'd been in before
My mistress took the lid off the box I was in,
I leaped out.
Then the string to my box was taken off and hung
below my nose.
Wiggle, wiggle it went
Then another doorbell rang,
There was a little girl.
Then the little girl began to play with me till she
became my friend.

*The following was written second but is placed third
according to the author's instructions.*

I went fast asleep last night—
Purr, purr, purr, purr I went,
The light was out and it was dark, black, black night.
I didn't much care. I went to sleep.
It began getting lighter.
The sun rose and woke me.
"Mew, mew" I went.
Somebody came to the door and opened it a wee
crack.
Pat, pat, pat out the door I scrambled.
Then I heard some feet going downstairs.
Under the table I crawled,
There were some apron strings.
Scrambling, I try to get the apron strings.
But they twirl, but they twirl—
My little forepaw went up, twirl, twirl they went.
I couldn't get them—
I ran under the table.
A little girl came downstairs. She was my friend.
I ran out from underneath the table and as quick as
can be
The little girl had a saucer of milk ready for me for
breakfast.
Then lapping, lapping went my tongue, till there was
no milk left.
Then I mewed. Then I curled up to a ball by the
door and went
Purr, purr, sound asleep.

Faith

MAY

There was a bird, and she was in her bird house, that
a man had built for her, and she had babies in it. She
flew off to get some food and a big hawk began to fight
with her and he killed her. Then there was a great big
wind and it blew the bird house down but the babies

weren't hurt. A little girl came and picked the bird house up and saw the little babies in it and she carried them in her arms over to the house and asked her father to make a bird cage for them, and the father made the bird cage and the little girl put the birds in it.

Picture of a bird house on a pole. A bird dropping to earth and the tip of a wing of a hawk at the top of the picture.
Celia

This here is a boat story about three boats. Once there was a big big boat. It had two chimneys and it was sailing along in the Hudson. Then there was a coal barge right back of it. It almost bumped into the coal barge, unless the coal barge hadn't of turned, it would have bumped. Then the big boat came to the channel and it went tooting along in the channel. And that's the end of one boat story.

This is about a coal barge. Once the coal barge was going in the bay, and the tug was pulling it, making it walk (Marie stopped to laugh saying how funny that sounded) and then it kept walking, and walking, and walking, and walking until it came to a dock. ("That makes me laugh terrible.") It stopped at the dock and the tug dropped the rope and went away. Then a big steam-shovel began working, and took one load of coal and then took another load of coal and then dumped it into the chute. Then a truck came along and ran right under the chute and then the man got out and he pulled down a big handle and the bottom of the chute opened and out the coal came pouring shs, sch, sch, sch, sch. Then the man pulled down the handle when the truck was full.

Once there was a ferry boat. It ain't a very useful ferry boat because it's too much of a slowpoke. Then it got into the slip and a man tied it and then people got on. Then when it was all full, the people began to sit

down and then the man unhitched it and put down the gates and then the boat began to toot off and it was going so slow in the river that people was almost mad. And then one of the people went up to the captain and asked him please to go a little faster, not to be so lazy, and then after that Captain said "All right." Then the firemen put more coal on, then it began to go fast. Then it got into the dock and they tied the boat to the big wheel and then they had to wind it up. Then the man came along, he opened the gates. All the people got off.

*Picture of a tiny steamer, a coal barge and a ferry boat.
Told with great interest and enthusiasm. Marie*

I can see a little squirrel up in a tree, eating a nut. He has it in his two front feet and he's cracking the shell now. He's eating the inside now and I guess I'll go out to see him, but he hopped too quick so I couldn't see him. He went up another little pine tree and sat on the branch of the pine tree and saw me again and jerked his tail and got mad so I ran to the house, and got my toy squirrel and showed it at him and he went down the tree and played with it and turned the little squirrel upside down.

Picture of a squirrel in a tree.

Rain Story

The thunder roared and the lightning went flashing by. The rain began to pour down on the roofs, down on the race tracks, down on the houses, down on the ocean, down on the beaches, down on the ships. Thunder stormed and lightning went flashing by, and the wind began to blow. It blowed the rain crooked on one side.

Alan

Boat Stories

Marie suddenly developed an intense interest in boats and worked for several days on a book and these stories.

The *Leviathan* is sailing on the ocean.
The waves are rough and high.
The rain is pouring on the *Leviathan*.
The wind is making the waves high.

First picture, the Leviathan in a rainstorm.

The tug is puffing, puffing,
Puff, puff, puff, pulling a barge.
The tug is working hard.
Then they go chug, chug-a-chug into the slip.

Second picture, a coal barge with a tug beside it.

There's a Red Star Line steamer sailing in the bay. She's going to Holland. The pilot is steering. Now the tug is dropping the rope. Chug, chug, chug, she goes, away she goes into the ocean.

Third picture, a steamer.

The sailboat's sailing on the lake. The big waves are rough and high. The waves are splashing on the boat. The wind is blowing. It's a nasty day. The sky is grayish.

Fourth picture, a sailboat.

A boat is sailing on the ocean and there's a girl in our class named Meta and she's on it. She's gone to Italy with her mother and father and brother. She carried her suit-case over to the dock and they walked and walked and walked till they got to the dock and then they walked up the gang-plank on to the boat. Then the steward took them to their stateroom.

Fifth picture, a steamer.

Marie

APPENDIX TO RECORD OF GROUP SIX

A. PROGRAM

The day began at nine o'clock, usually with a discussion period of a half hour. This was often followed by number games until time for a half hour of rhythms (two days a week) or shop or cooking. Yard play of a half hour or an hour was followed by indoor play at eleven o'clock. Lunch was at half past twelve followed by an hour of rest lying down.

The afternoon began with the return of the children from rest shortly after two. Two days a week there was a half hour of music in the music room; the other three days, stories; the last hour, from two-thirty to three-thirty, was spent in the yard.

B. THE CLASS

The length of time the children had previously spent in the school and their ages on October 1, 1923, are shown in the following list:

Alan	5	yr.	8	mo.—first entered	Oct. 1921
Albert	6	"	1	" " "	Oct. 1923
Celia	5	"	11	" " "	Oct. 1922
Edna	5	"		" " "	Apr. 1921
Faith	6	"	4	" " "	Oct. 1922
Florence	6	"	6	" " "	Oct. 1921
Fred	5	"	3	" " "	Oct. 1921
Marie	6	"	4	" " "	Oct. 1921
Meta	5	"	10	" " "	Oct. 1923
Richard	6	"		" " "	Oct. 1920
Sonia	5	"	11	" " "	Oct. 1920

C. THE STAFF

In addition to Miss Jessie Stanton, the group teacher, Group Six had work with the following special teachers:

Miss Ruth Doing	Rhythmics
Miss Winifred C. Hannum	Cooking and Sewing
Miss Harriette G. Hubbell }	Music
Miss Maude Stewart }	
Mrs. Lucy Sprague Mitchell	Language
N. E. Reber	Shop

D. BUILDINGS

In the fall of 1921 the School moved to its present quarters on Twelfth Street, where it occupies parts of six remodelled dwelling houses, three on Twelfth Street and three on Thirteenth Street. The two sets of buildings are connected by a covered passageway. The back yards of the houses have been converted into playgrounds.

E. SPACE AND FURNISHING

During the year 1923-1924 Group Six occupied a large room with a long extension on the ground floor of the Twelfth Street building. From the extension there was a door opening directly into the playground which this class used. As in all classrooms where block building is an important activity, the floor was of heavy linoleum. There was running water in the room.

The room was furnished with individual chairs and folding tables, a bench (later removed, and all bench work done in the shop), individual shelves for each child's possessions, shelves for blocks and toys, movable coat racks. The children also worked in the shop, kitchen, music room and gymnasium.

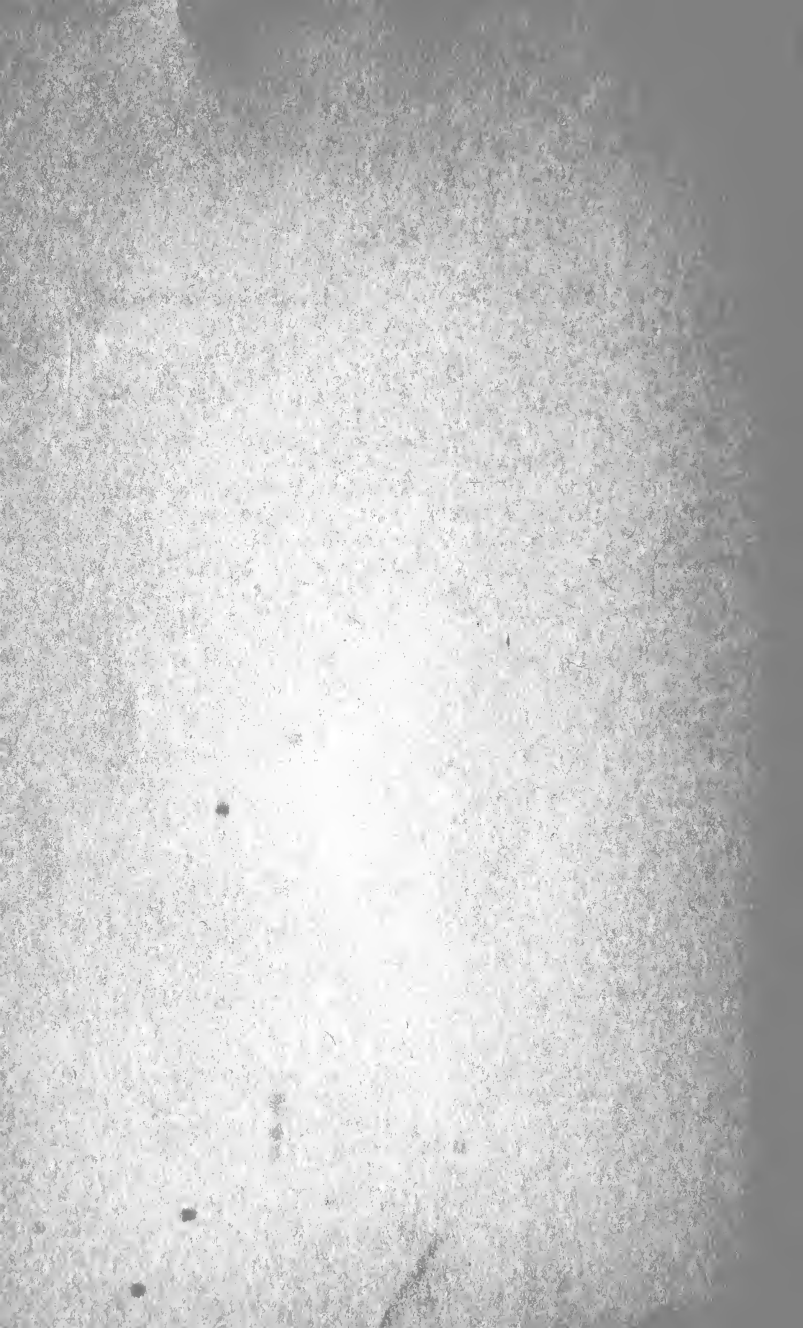
There are three playgrounds, but these children for the most part used a large one which was equipped with a slide, ladders, parallel bars, see-saw, wagons, packing

cases, yard blocks, loose boards, shovels, old automobile tires, and a pebble pit.

F. MATERIALS USED

Classroom: blocks, colored crayons, show card colors, newsprint paper, drawing paper, brushes, clay, paste, scissors, thumb-tacks, wooden dolls, pennies, nickles and dimes, needles, yarn, unbleached muslin, thread, empty boxes for playing store, parcheesi, dominoes, picture map of Greater New York and the harbor.

Books: (used for illustrative purposes and for reference) Mitchell, *Here and Now Story Book*; Kipling, *Just So Stories*; Hopkins, *The Doers*; Skinner and Wickes, *A Child's Own Book of Verse*; Bailey, *Stories Children Need*; Tarr and McMurry, *New Geographies*, First Book; unpublished stories by Mrs. Mitchell and by Miss Mary B. Miller; Bailey, *For the Children's Hour*; Fillmore, *The Shoemaker's Apron*.



INDEX

- Accuracy, 153, 181, 204, 279
 Aeroplane, 55
 Ambidexterous, 55
 Animals, 28, 74, 92, 107, 120, 122; play, 147, 148, 202; discussion of, 193, 300; care of, 170, 175, 225, 249, 271-272; toy, 152; clay, 218-219, 265-266
 Aquarium, an, 187, 225; The, 193, 208, 249
Armadilloes, 274
 Art, see Drawing, Painting, Clay; Pedagogy as a creative, 1-28
 Artist, creative, 1-6, 8-11, 26
 Attention, 20, 34, 37, 59, 60
Auto, Auto, 121
 Automobiles, 58, 67, 72
 Apparatus, 146, 147, 173
 Baltimore, 72
 Band, see Music
 Barns, 153, 154
 Baseball, 271
 Batteries, 59, 67
 Beads, 30
 Behavior, 16, 38
 Behaviorists, 25
 Bell buoy, 94, 142, 228, 249
 Buoy, 214, 240
 Bench work, 28, 30, 33, 53-55, 77-80, 109, 114-118, 149, 150, 162, 219-220, 267-268
 Berengaria, 256
Big Docks of Manhattan, 225, 227
Big Red Apple, 199
Big White Whale, 319 ff.
 Blacksmith, 47, 68-69, 96, 146, 153, 241
 Blocks, experience with, 15, 17, 35, 54
 Block building, 28, 30-32, 45, 71, 97-107, 148-156, 204-216, 256-262
 Boats, 16, 17, 18, 31-35, 45, 61, 84, 109, 112; trips to, 236-241, 287 ff.; building and playing with, 142, 143, 145, 147, 203 ff., 214 ff., 251 ff., 256 ff.; drawing and painting of, 157, 216 ff., 262 ff.; shop, 163, 219-220, 267; discussions, 193, 247, 249-250, 275, 293. See *Original Stories*, Discussion
 Books, 12, 113
 Books used, 139, 339
Boris, 176, 228, 278, 287
 Bridges, 31, 116; Manhattan, 191, 291; Queensborough, 191, 249; Brooklyn, 211, 240
 Bronx Park, 144
 Brooklyn, 191, 240; trip to, 292
 Brushes, 159
 Buildings, description of school, 138, 338
 Butterfield, 30

- Camping, 194
 Captain, 33, 143, 257; Fred, 262, 287 ff., 293, 322 ff.
 Cardboard, corrugated, 72
Cat That Walked by Himself, 252
 Central Park, 109
Chanticler and the Hens, 36
 Chimney, 66, 70, 84, 91, 108, 129
 China, 299
 Christmas, 306; tree, 49
 Church, 210, 211
 Circus, 263
 Class, names of children in IV, 137; names of children in VI, 337
 Class organization, 169-173, 220-223, 269
 Clay, 28-33, 51, 75, 111-112, 130, 142, 149, 154, 156, 158, 160-162, 169, 218-219, 265-266
Clickety-clack, 119
 Coal, 33, 50, 66, 92, 95-96
 Color, 92, 132
 Colored cubes, 17, 31, 143, 154, 155, 181
 Colored paper, 51
 Committees, 169-172, 220 ff., 269
 Content of play and discussions, 29, 44, 65, 91, 128
 Cooking, 142, 150, 164, 167-169, 194, 220, 269, 293; apple sauce, 167, baked apple, 269; biscuit, 269; cake, 269; gingerbread, 220; grape jelly, 169; pears, canned, 168; peaches, canned, 168, 180
 Copying, 158, 166, 262
 Country, Life in the, 192
 Cows, 153, 155, 192, 254
 Crackers, 90
 Crayons, 38, 147, 156, 159, 255; see also Drawing
 Curriculum, experimental, 27
Dear Little Hen, 273, 275
 Democracy, 12
 Derrick, 275, 289, 295, 298
Dinner Horses, 57-58, 60, 66
 Discussions, 191-198, 242-250, 275, 278, 281, 293-303. See Language, Number, Orientation
Disobedient Rooster, 273, 274, 275
 Divers, 298
 Dock, 142, 144, 194, 237; building, 214, 216
 Dolls, 31, 71, 150, 152, 205, 206, 210, 214
 Dominoes, 180, 181, 230-231, 278
 Dramatics, 24
 Dramatic play, 32, 141-143, 199-201, 251-255; Christmas dramatization, 49. See Play with Big Materials.
 Draw bridge, 45
 Drawing, 149, 153, 156-160, 186, 190, 216-218, 262-265, 275; cutting and pasting, 24, 25, 28, 34, 51-53, 76-77, 93, 113-114. See Crayons, Painting
 Dredger, building, 213, 227, 240, 292; story, 328
Dripping Goes the Rain, 120
 Education, 6
 Eggs, 149, 160, 254, 266
 Elections, 220-221

- Elephant's Child*, 265
 Elevated, 144, 150, 191, 207, 239, 292
 Elevators, 102, 152, 190, 204-205, 239, 244-245, 261
 Embroider, 165, 166
 English, 44, 131. See Language, Stories
 Engineer, 144, 189, 190, 287
 Engines, 17, 54, 55, 65, 67, 79, 115, 143, 150, 158, 188, 189, 190, 240, 267, 275, 295, 302
Engine Book, The, 66
Engine Story, The, 58, 305
 England, 214, 252, 257, 259, 300
 Enunciation, 21
 Environment, 14, 18, 19, 27
 Eskimoes, playing, 201; song, 233
 Executive, 5
 Experiences, 19, 20, 28; teaching, 13, 14, 16; of the summer, 44; organized, 17
 Experiment, 11
 Expression, 20
 Expressionism, 4
 Farm, 147, 148, 150, 152, 155, 160, 204, 207, 215, 254, 259
 February, 70
 Ferry, trip to, 188, 236, 239-40, 241, 292; building, 206 ff.; See Original Stories
 Fire, play, 65, 67, 93, 108; engines, 249; protection, 244; discussion, 302
 Flag poles, 130
 Flowers, 125; care of, 29
 Flushing, 72
 Fog, 242, 288; horn, 143
Fog Boat Story, 14, 33, 35, 37, 142, 186, 187
 Food, 70, 83, 91-93, 94, 109, 110, 129, 130, 146, 158
 Forms, 5, 8, 9, 13, 14, 20, 23; dramatic, 14; mechanical, 18
 French, 131
 Furnace, 50, 66
 Games, feeling, 64, 90; hiding, 43, 64; listening, 89; music, 183; organized, 175, 223-224, 271; number, 179, 180, 181; phonetic, 177, 179, 226 ff., 274, 276, 277; in rhythms, 185; silence, 64, 89, 90
 Gansevoort Market, 249
 Garage, 72
 Genius, 4
 Geography, 22. See Orientation
 German, 131
Good Morning Little Yellow Bird, 119
 Grammar, 20
 Grand Central Station, 101
 Gravity, 294
Greedy Parrot, The, 37
 Greenaway, Kate, 277
Grocery Man, The, 57, 59, 60, 184
 Grocery store, 146, 155
 Group stories, 305, 306-310, 316-317, 323-324, 325-326; See also Stories
Guillible World, 273
 Habits, 7, 8; formation of, 18
 Handwork, 12, 13
 Hoboken, 189, 191, 236 ff.

- Horse, 68, 96, drawing, 216;
made at bench, 32, 145; play-
ing, 49, 126, 254; stable, 31,
47, 108, 145, 153
- House, 30, 32, 48, 59, 70-73,
102-104, 128, 151, 153, 208;
building, 144, 145, 146, 148,
150; clay, 160; drawing, 158;
playing, 108, 146, 147, 148
- Hospitals, 249, 295
- How Animals Move*, 59, 122
- How the Engine Learned the
Knowing Song*, 177, 190
- How the Rhinoceros Got his
Skin*, 273
- How the Whale Got his Throat*,
176, 274
- Hudson River, 142, 214, 240,
241
- Hydroplanes, 34
- Iceberg, 298
- Icebox, 129
- Impressionism, 4
- Indians, 156, 160, 194
- Information, 16. See Discus-
sion
- Institution, 9, 11
- Instruments, see Music
- Irons, 37
- Jackal and the Alligator*, 176
- Jack Frost, 59
- January, 45, 199
- Journey, The*, 92, 104, 110, 122
- Jumping rope, 253, 270, 271
- Kitchen, 19, 32. See Cooking
- Knocking at My Wee Small
Door*, 58
- Lackawanna Station, 188, 260
- Language, 4, 20, 176-179, 225-
229, 273-278; See also Discus-
sion, and Stories
- Lazy Parrot*, 121
- Leader, 68, 96, 108, 141, 170,
187, 190, 220, 222, 236, 241,
253
- Leviathan*, 228, 236, 242, 243-
245, 264, 266, 288, 291, 296 ff.;
building of, 205, 209, 214 ff.;
painting, 216-217; story,
319 ff.
- Little Gray Pony, The*, 14, 120,
141, 177
- Little Rabbit Who Was Afraid*,
200
- Little Wind*, 277
- London Wind*, 277
- Maps, 14, 142, 186-187, 207, 214,
248; floor, 235, 286-287
- Marching, see Music
- Material, 1, 2, 3, 12, 19, 27;
plastic, 15, 16; used, 139, 339;
care of, 169
- Mathematics, 21. See Number,
Money
- May, 97
- Meadow-land Farm*, 155, 178,
198
- Measurements, 162, 181, 182,
260
- Method, 3, 4, 5, 21, 23
- Metropolitan Tower, 211, 260
- Milk, 148, 154, 197; condensed,
237
- Money, 169, 180, 193, 230-231,
279 ff.
- Montclair, 275, 326 ff.

- Morristown, 84-85
My Kitty, 36, 122
 Music, 22, 23, 24, 28, 35, 36, 40, 56, 57, 81, 118-120, 182-183, 231-234, 283-285
My Lady Wind, 277

Nancy Brown, The, 229, 273, 275
 New York City, picture map of, 142
New Engine, The, 57, 85, 120, 122
 Number, 21, 29, 128, 179, 182, 230-231, 278-282; games, 179, 180-181, 230-231, 278 ff.
 Nursery, 32

 October, 30, 34-36, 141
Old Dan, 85, 122
Old Dan Gets the Coal, 84
Old Woman and the Pig, The, 37
 Olympic, 257
 Organism, 3, 4, 18, 19, 24
 Organization of Information, 15, 27, 29, 44, 65, 91, 128, 187-198, 236-250, 287-303
 Orientation, 14, 22, 29, 40, 88, 186-187, 235, 286-287
 Original Stories, 304 ff.; Oct., 304; Nov., 305; Dec., 306; Feb., 310; March, 314; April, 321; May, 333
Over in the Meadow, 229

 Packing cases, 32-33, 50, 74, 107-110, 125, 146
 Painting, 25, 156, 158, 216-218, 262-265; paints, water color, 151; use of, 159; costumes and scenery, 199-200
 Paper, 147, 152, 154, 155, 158, 199
 Paris, *The*, 257
 Parallel bars, 63, 88-89, 173, 174, 175
 Parcheesi, 282
 Pasting, 51, 149, 154, 155, 157, 158, 199. See Drawing
 Pasture, 145, 147, 154, 259
 Pedagogy, as a Creative Art, 1-28
Pedro's Feet, 85, 121
Peep Gray Mousie, 119
 Pennsylvania Station, 158, 188
 Phonetics, 20, 21; game, 177, 179, 276
 Philadelphia, 72
 Physical exercise, 29, 41, 62, 88, 146, 173-175, 223-224, 270-271
 Pilot, 110-111, 247; boat, 143; house, 287
 Pirates, 203, 253, 255
 Pitch, See Music
Plaint of the Camel, The, 273
 Plants, 224-225, 272-273; care of, 175. See Flowers
 Platter, 112
 Play City, 15
 Play Experiences, 20, 22, 28, 30, 45, 70, 97, 140, 141 ff., 199-219, 251-266
 Play with big materials (indoors) 19, 28, 51, 199-201, 251, 253; (outdoors) 28-32, 48, 74, 107, 144, 201-204, 253-256
 Plumbing, 134
 Practical Experiences, 19, 27,

- 28, 60, 86, 123, 162-173, 219-233, 267-269
- Pretty Little Goldfish*, 119
- Program, 22; correlated, 15; seven-year-old, 15; school, 40; Group IV, 137; Group VI, 337
- Psychology, 7; educational, 18
- Psychologist, educational, 10
- Putting Away, 28, 39, 61, 123
- Quarantine, 109
- Queer Little Baker Man*, 143, 191
- Races, relay, 223. See Physical Exercises, Games
- Rain*, 226, 304-305
- Rainy days, 60, 141, 153, 213, 239, 245, 291; story about, 246
- Reading, 20-21
- Realism, 18
- Records, 8, 12, 13, 15, 25; organization of, 27; six-year-old, 12, 19, 25; seven-year-old, 20
- Relationships, 15, 23
- Rhythm, see Music, Language, Rhythms
- Rhythms, 22, 183-186, 234-235, 285-286
- Rossetti, 277
- Sand-pile, 74
- Santa Claus, 49
- Sawing, 24. See Bench Work
- Science, 198
- Sculpture, 24
- Sea-gulls, 249
- Seashore, 32
- Seeds, 247, 272, 303
- See-saw, 42, 62, 126
- Sense training, 29, 42, 64, 89-90. See Games
- Setting lunch tables, 28, 39, 61, 87
- Sewing, 164 ff., 268
- Shoemaker's Apron*, 273
- Shoes, 94
- Shop, see Bench Work
- Silly Will*, 178
- Silo, 154
- Skinner and Wickes, 228, 229, 273, 277, 278, 339
- Slide, 41, 60, 63, 88, 173, 174, 254, 255
- Snow, storm, 253; story, 310, 318; play, 253
- Songs, 275. See Music
- South Ferry, 128, 144. See Trips
- Space and Furnishing, 139, 338
- Spanish, 131
- Special Training, 20, 22, 27, 29, 41, 62, 88, 125, 173-187, 223-235, 270-287
- Speed*, 228
- Spot*, 14, 51, 84, 141, 177, 252, 278
- Staff, 138, 338
- Stanton, Miss, 13, 14, 16, 17, 19, 20, 21, 25
- Staten Island, 207, 209, 212, 239, 242
- Statue of Liberty, 202, 207, 208, 212, 240, 249; building, 215; in clay, 218
- Steam, 66
- Steam-shovel, stories, 314-315
- Stones, cracking, 146, 147
- Store, playing and building,

- 146, 147, 213, 261, 279 ff.; discussion, 196, 249; school, 156, 193
- Stories, 28, 36, 57, 82-85, 120-122; read to children, 176, 247, 251-252, 273 ff.; by the children, 157, 218, 226-229, 273-279, 294 ff. See Language, titles
- Student Teachers, 166, 220, 299
- Study, Courses of, 11, 13
- Subconscious, 25
- Subject matter, 15
- Subway, 46, 104, 144
- Swing, 63, 88
- Swinging rope, 41
- Symbols, 20, 21
- Tadema, Alma, 277
- Tarr and McMurry *Geography*, 247, 250
- Telephone, 70, 144, 192
- Temperature, 94-95
- Things that Loved the Lake*, 176
- Three Little Owlets*, 229
- Thumb-sucking, 196
- Thunder, stories, 318
- Tiddlydewinks and Tiddlede-wee*, 119
- Tide, 288
- Tools, 34. See Bench Work
- Trains, 30, 31, 32, 45-48, 71, 73, 80, 92, 97-102, 126, 130, 132; building and playing with, 144, 148, 149, 150, 155, 201, 206, 212, 260; drawing, 158; trips to, 188, 237; discussion and stories, 249, 275. See Stories, Block building, Bench Work, Discussion
- Trapeze, 89
- Treasure Island*, 203
- Tree Men's Story*, 178
- Trimmers and Stokers*, 227
- Trips, 15, 16, 29, 42, 57, 67, 72, 95, 132-136, 158, 186, 187-191; discussion of, 196, 202, 207, 230, 236-241, 287-292
- Tri-square, 162
- Typewriter, 145
- Up Down*, 81
- Vacation, 293
- Vise, 164
- Wanamaker's, 151, 152, 187, 190, 249, 295
- Washing and Ironing, 28, 37
- Washing cups, 29, 62, 87, 124
- Washington, 104
- White Seal*, 255
- Whistle, 17, 33, 288
- Who Has Seen the Wind?* 277
- Wind, story, 277, 288, 325
- Woolworth Tower, 152, 153, 211, 240, 258, 295, 314
- Wraps, 28, 38, 60, 86
- Wrestling, 270
- Yard play, 62, 74, 88, 108. See Play with Big Materials; Outdoors; Physical Exercise



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